



2018–19

# Corporate PLAN



# Introduction

On behalf of the Board of the Australian Curriculum, Assessment and Reporting Authority (ACARA) as the accountable authority, I am pleased to present ACARA's corporate plan 2018–19, which covers the reporting periods of 2018–19 to 2021–22. It outlines how ACARA will work towards its mission to improve the learning of all young Australians.

The corporate plan has been prepared in accordance with paragraph 35(1)(a) of the Public Governance, Performance and Accountability Act 2013 (the PGPA Act) and section 16E of the Public Governance, Performance and Accountability Rule 2014.

It is informed by the ACARA Act 2008, which sets out ACARA's functions; the Charter from the Council of Australian Governments' Education Council, which provides ACARA's strategic directions; and ACARA's 2017–18 to 2020–21 work plan and related budget, endorsed by the Education Council in January 2018. At the date of writing, ACARA's amendments to 2019–20 to 2020–21 activities and draft 2021–22 work plan and budget are yet to be endorsed by the Education Council.<sup>1</sup>

In undertaking its key activities and working towards its targets, ACARA liaises with government and non-government education sectors and relevant stakeholders. This national collaborative demonstrates ACARA's commitment to improving the education of all young Australians through the provision of an Australian curriculum, an online program of assessment, and related reporting.


The **Australian Curriculum** sets out the knowledge and skills required by students to participate as active and engaged citizens in the 21st century.

Looking towards 2021–22, ACARA focuses on refining and improving the curriculum to ensure it remains fit for purpose for all Australian students.

**The National Assessment Program** gives educators, teachers and parents the means to periodically assess student performance against previous performance, national benchmarks and their peers.

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<sup>1</sup>This corporate plan is by necessity an interim plan, which will be updated later in 2018–19 as required, following the Education Council's consideration and endorsement of ACARA's 2018–19 to 2021–22 quadrennial plan. A final version of the corporate plan will be published in accordance with 16E (6) of the PGPA Amendment (Corporate Plans and Annual Performance Statements) Rule 2015.



With the roll-out of the national online assessment platform for around 20 per cent of students undertaking NAPLAN in 2018, ACARA's focus is now on working with related agencies, states and territories to complete the transition of Australian schools to **NAPLAN Online** by 2020.

National reporting promotes engagement with school education by parents, governments and the community. It assists in decision-making to shape future student learning. The ***My School*** website has been made more accessible to parents and educators. ACARA will provide valuable and reliable information on the website, as directed by Education Council.

I would like to thank the Board, ACARA's executive and staff for their dedication to ACARA's purposes as we continue this important work.



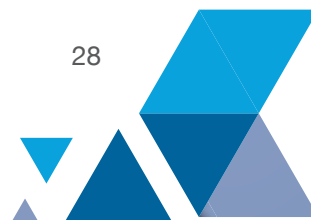
**Ms Belinda Robinson FAICD**  
Chair, ACARA Board





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# Overview





# What we do

ACARA's mission is to improve the learning of all young Australians through world-class school curriculum, assessment and reporting.

The purposes of the authority (strategic directions agreed by the Education Council) are to:

## **National curriculum**

- provide a world-class curriculum from Foundation to Year 12 in specified learning areas agreed to by the Education Council
- assemble the evidence-base required to review, develop and refine curriculum

## **National assessment**

- provide a quality, comprehensive and cohesive suite of national assessments

## **National data and reporting**

- provide and apply a comprehensive and reliable national measurement framework
- facilitate use and dissemination of data for research and policy development in accordance with agreed protocols
- present detailed, accessible, timely and meaningful school education performance information

## **National collaboration and leadership**

- provide effective national leadership in curriculum development, educational assessment and national reporting
- closely collaborate with jurisdictions, the non-government education sector and relevant stakeholders in pursuing the national education agenda.

These purposes acknowledge the commitment to promoting world-class curriculum and assessment and to strengthening accountability and transparency, as identified within the Melbourne Declaration on Educational Goals for Young Australians (the Melbourne Declaration and agreed by all education ministers in December 2008).



# How we work

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent statutory authority.

ACARA was established under section 5 of the Australian Curriculum, Assessment and Reporting Authority Act (ACARA Act) on 8 December 2008 and has operated since 28 May 2009.

ACARA executes policy directions, determined by the Council of Australian Governments' Education Council regarding curriculum, assessment, data and reporting at a national level, and operates in accordance with the following principles as referred to within its charter.

**National interest** - ACARA's priorities are based on initiatives that are collectively agreed by the ministerial council, focusing on matters that are most effectively undertaken at a national level.

**Alignment** - Work streams undertaken by ACARA align internally and complement the national education agenda.

**Quality and innovation** - Delivering superior, creative and effective products and services that are fit for purpose and actively assist jurisdictions in the implementation of the national education agenda.

**Efficiency** - Ensuring products and services are developed and delivered in a timely manner within agreed budgets.

**Transparency and accountability** - ACARA's planning and reporting are undertaken in a manner that provides assurance to the ministerial council that ACARA's work is in the national interest.

**Engagement** - Working collaboratively with all jurisdictions, the non-government education sector, ministerial companies and authorities, and relevant stakeholders, to ensure ACARA's outputs are aligned with the national education agenda and ACARA communicates effectively with the general public.





# Our ENVIRONMENT





# Our environment

## Context

ACARA works in a transparent and collaborative manner with Commonwealth, state and territory departments of education, as well as government and non-government school authorities. ACARA shares its proposals and activities with a range of advisory groups enabling all stakeholders to provide input, and delivering consistent and structured opportunities for engagement. ACARA's work is enhanced by advice provided by its advisory groups and through other stakeholder channels.


The Australian Curriculum is at the heart of improving the quality, equity and transparency of Australia's education system. A national curriculum ensures that every child in Australia, regardless of where they live or the school they attend, benefits from a world-class curriculum. National assessment allows school education leaders, teachers and parents to assess students against previous performance, national benchmarks and their peers, using an objective measure. The National Assessment Program (NAP), National Assessment Program – Literacy and Numeracy (NAPLAN) and NAP Sample are used in combination with other forms of assessment to diagnose learning and inform priorities for students and schools. New digital technologies are transforming assessment.

Public reporting promotes accountability and engagement in school education. Provision of quality information on schooling is important for schools and their students, for parents and their families, and for communities and governments.

## Setting directions

The ACARA Act stipulates that ACARA must perform its purposes in accordance with directions given to it by the Education Council in writing, and in accordance with ACARA's charter. The charter (the most recent version agreed to by the Education Council in November 2016) sets the strategic directions for ACARA. The charter affirms ACARA's role as an independent statutory authority and provides guidance about the nature of activities ACARA is expected to undertake in fulfilling its functions and executing the policy directions set by the Education Council.

ACARA prepares a quadrennial work plan and budget for endorsement by the Education Council in accordance with the charter. In addition, under current arrangements, each financial year ACARA submits a detailed annual work plan for endorsement by the Education Council. ACARA's 2018–19 work plan was endorsed by the Education Council in June 2018.



ACARA reports its progress against its annual work plan at meetings of the ACARA Board, the Australian Education Senior Officials Committee (AESOC) and the Education Council.

In 2018–19, the Education Council will consider ACARA’s revisions to its previously endorsed 2018–19 to 2020–21 plan of work and its new fourth year out (2021–22) work plan. ACARA’s corporate plan will be revised accordingly and republished.

### **National education landscape and ACARA’s impact**

The Australian education landscape has been re-shaped by the introduction of the national curriculum, the continuation and enhancement of national testing and the improvement of public reporting on Australian schools through the *My School* website.

During 2018–19, ACARA will further enhance these areas in collaboration with stakeholders, including continuing partnership with Education Services Australia and all Australian governments to ensure:

- a successful transition to online national assessment
- monitoring the curriculum and undertaking research to inform future refinements of the Australian Curriculum
- seeking to improve school reporting information.

Starting in 2018–19, ACARA, in partnership with the Australian Institute of Teaching and School Leadership (AITSL) and Education Services Australia (ESA), will lead the work on the development of new literacy and numeracy learning progressions with reference to findings from ACARA’s program of curriculum research and feedback on the existing progressions.

### **Stakeholders**

ACARA’s partners are Commonwealth, state and territory departments of education, and national non-government school sectors’ peak bodies. ACARA’s stakeholders include teachers, principals, parents and students, as well as the broader community. ACARA has a range of advisory and expert groups that provide advice to support ACARA’s work and ensure the authority takes account of input from partners, stakeholders and relevant experts. The advisory structure is reviewed regularly to ensure advice provided is fit for purpose.



## **Funding**

Funding for ACARA is allocated by states and territories and the Australian Government under the Education Council's funding formula – with a half of ACARA's funding provided by the Australian Government, and the other half provided by states and territories.



**Performance**



# Performance

## Overview

This section of the corporate plan summarises how we plan to address our purposes over the quadrennium (2018–19 to 2021–22). The performance information is presented under each purpose – referring to what will be delivered, our key actions during 2018–19 to 2021–22, and our priorities. How our achievement will be measured is set out in terms of performance criteria for each purpose, the method for measuring achievement for each criterion and related targets.

Note: Subsequent to the publication of the Portfolio Budget Statements (PBS) 2018–19 Education and Training (ACARA Budget Statements, pages 73–93), ACARA has revised its previously endorsed 2018–19 to 2020 key actions and drafted criteria and targets for its new fourth year out (2021–22). Performance criteria and targets that have been revised/target year changed since the publication of the 2017–18 corporate plan and the 2018–19 PBS are marked by an asterisk (\*).

# National curriculum

- provide a world-class curriculum from Foundation to Year 12 in specified learning areas as agreed to by the Education Council
- assemble the evidence base required to review, develop and refine curriculum.

Budget Portfolio Statements 2018–19: Education and Training – ACARA Budget Statements – Outcome 1  
Program 1.1, pages 81–82

Delivery	Key actions	Priorities
<ul style="list-style-type: none"> <li>• Delivering the Foundation – Year 10 and senior secondary Australian Curriculum</li> <li>• Strengthening assessment of student learning of the Australian Curriculum through provision of student work samples, NAP development and data analysis</li> <li>• Providing authoritative curriculum advice to stakeholders and facilitate information-sharing and collaboration in support of the Australian Curriculum</li> <li>• Monitoring the effectiveness of the Australian Curriculum by collecting, analysing and reporting annually on feedback and undertaking research to inform national policy and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain accuracy and quality of all information and resources provided on the Australian Curriculum website</li> <li>• Scope the development of new learning progressions as part of ACARA's formative assessment work</li> <li>• Collaborate with ACARA's Aboriginal and Torres Strait Islander Advisory Group and Task Force to finalise work on the presence of Aboriginal and Torres Strait Islander references in the Australian Curriculum: Science and review the presence of Aboriginal and Torres Strait Islander references in Mathematics</li> <li>• Undertake monitoring processes and research emerging curriculum trends to inform future improvements to the Australian Curriculum</li> <li>• Undertake work towards the refinement of the Australian Curriculum in accordance with agreed process</li> <li>• Liaise with Commonwealth/state/territory departments of education and non-government school authorities in the development and implementation of additional actions to support the delivery of the Australian Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and enhance accessibility, balance and manageability of the national curriculum</li> <li>• Collect curriculum implementation information to assist future refinement of the curriculum</li> <li>• Scope options for further development of senior secondary curriculum, in partnership with interested jurisdictions</li> </ul>



## National curriculum: performance

Performance criteria	PBS 2018–19 page No	Reporting period	Method	Target
Activities relating to monitoring the national curriculum, international comparisons and research on developments in school curriculum design undertaken	81	Annually (from 2018–19 to 2019–20)	Final draft report submitted to the ACARA Board for consideration, following feedback from jurisdictions	Reports on national curriculum monitoring, international comparison(s) and research on developments in school curriculum design published by the end of the reporting year.
Portfolios of work samples for all published curriculum available	81	2018–19	Internal check of external accessibility of work samples portfolios	Portfolios of work samples finalised and published by the end of 2018–19
Activities relating to monitoring the national curriculum, international comparisons and research on developments in school curriculum design activities completed and the scope of the refinement of the Australian Curriculum ready for approval by the ACARA Board	82	2019–20	Final analysis on findings and proposal for refinement of the Australian Curriculum presented to partners for discussion through advisory and working groups, and approved by the ACARA Board to be submitted to the Education Council for consideration	The scope for refinement of the Australian Curriculum, (informed by analysis of monitoring, comparative and research activities 2016–17 to 2019–20) approved by the ACARA Board
Agreed refinements to the Australian Curriculum commenced	82	2020–21	Agreed refinement of the Australian Curriculum commenced in consultation with partners and stakeholders	Actions for refinements to the Australian Curriculum are agreed to by jurisdictions and work on refinements undertaken
Refinements to the Australian Curriculum completed	NA	2021–22	In line with agreed scope, refinement of the Australian Curriculum continues and is completed in consultation with partners and stakeholders	Agreed actions for refinements to the Australian Curriculum completed by June 2022





# National assessment

- provide a quality, comprehensive and cohesive suite of national assessments

Portfolio Budget Statements 2018–19: Education and Training – ACARA Budget Statements – Outcome 1  
Program 1.2, pages 82–83

Delivery	Key actions	Priorities
<ul style="list-style-type: none"> <li>• Researching, developing and supporting activities required for assessment</li> <li>• Managing the planning and development, and overseeing the delivery and reporting for the National Assessment Program – Literacy and Numeracy (NAPLAN), managing the transition from pencil and paper to online delivery</li> <li>• Managing the development and overseeing the delivery of assessments and reporting for the National Assessment Program (NAP) sample assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Annually deliver NAPLAN, transitioning from pen and paper to online assessment in 2020</li> <li>• NAPLAN Online in collaboration with Education Services Australia and all Australian governments to improve processes</li> <li>• Undertake work to inform advice and discussion around the national online assessment, such as automated essay scoring, writing assessment models and proficiency standards</li> <li>• Undertake research and develop advice on enhancements such as innovative assessment items</li> <li>• Ensure NAP sample assessments and reports are available to schools participating voluntarily</li> <li>• Undertake any agreed actions within agreed budget around the national classroom-based assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure ACARA's resources and attention are focused on its assessment function, in particular ACARA's responsibilities for the successful transition to NAPLAN online</li> <li>• Ensure the suite of online assessments is directly linked to the national curriculum, to improve the understanding of educational outcomes for Australian students</li> </ul>



## National assessment: performance

Performance criteria	PBS 2018–19 page No	Reporting period	Method	Target
National Assessment Program (NAP) – NAPLAN and NAP sample assessments delivered	83	Annually	Government and non-government schools undertake NAP – NAPLAN and NAP sample assessments – as scheduled	NAP successfully delivered, reported on (including delivery of NAPLAN Online in 2018 to schools, as determined by state and territory authorities), and successfully and fully transitioned online in the timeframe agreed by ministers
Evaluation of NAPLAN Online processes undertaken and potential enhancements identified, including the potential addition of gain scores to individual student reports (ISRs)	83	2018–19	A comprehensive evaluation of NAPLAN Online processes undertaken internally, informed by jurisdictional feedback	NAPLAN Online processes reviewed with enhancements prioritised for future implementation
A pilot study and trial of NAP-ICTL successfully undertaken in line with the revised definition of ICTL, relative to the Australian Curriculum and digital technology*	83	2019–20	A pilot study devised and completed and a trial undertaken with sample schools	In accordance with the National STEM Strategy, the pilot study and trial of NAP-ICTL successfully undertaken in line with the revised definition of ICTL, relative to the Australian Curriculum and digital technology*
Level of stakeholder satisfaction with online assessment	83	2020–21	Survey of stakeholders held during the reporting period. This survey will establish the data basis for future surveys relating to satisfaction with online assessment	Strong level of satisfaction with NAP online assessment recorded
Advice on NAP enhancements, such as the scoring and reporting of innovative assessment items, developed	NA	2021–22	Advice on NAP on agendas for the ACARA Board, AESOC and Education Council	Advice on NAP enhancements, such as the scoring and reporting of innovative assessment items, considered by the ACARA Board, AESOC and Education Council by end of June 2022

# National data and reporting

- provide and apply a comprehensive and reliable national measurement framework
- facilitate the use and dissemination of data for research and policy development in accordance with agreed protocols
- present detailed, accessible, timely and meaningful school education performance information

Budget Portfolio Statements 2018–19: Education and Training – ACARA Budget Statements – Outcome 1  
Program 1.3, pages 84–85

Delivery	Key actions	Priorities
<ul style="list-style-type: none"> <li>• Monitoring and, where necessary, reviewing the existing national key performance measures for schools</li> <li>• Producing a comprehensive, authoritative and timely national report on schooling in Australia related to national key performance measures</li> <li>• Managing the collection and quality assurance of data and providing national school information through the My School website and national reports</li> <li>• Managing the sharing and dissemination of data with government and non-government school authorities, and with other applicants in accordance with agreed protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance the My School website in accordance with any actions agreed to by the Education Council</li> <li>• Review, update and modify the Measurement Framework for Schooling in Australia, where appropriate, for the Education Council's endorsement</li> <li>• Prepare content of the National Report on Schooling in Australia, and refresh and update the National Data Portal</li> <li>• Provide data to jurisdictions, ACARA's reporting advisory groups and systems, and approved research applicants in accordance with agreed protocols</li> <li>• Undertake a review of content and processes for all reports to ensure comprehensiveness and enhanced user access, and implement agreed activities relating to the improvement of the presentation of data/information</li> </ul>	<ul style="list-style-type: none"> <li>• Assess data needs to review, and if necessary, introduce new performance indicators in the measurement framework</li> <li>• Manage the collection and quality assurance of data for policy development in the school education sector and provide accessible and comprehensive national school and schooling information (including the <i>My School</i> website and National Assessment Program reporting)</li> <li>• Produce a revitalised, timely and accessible National Report on Schooling, which meets the goals for national performance reporting</li> </ul>



## National data and reporting: performance

Performance criteria	PBS 2018–19 page No	Reporting period	Method	Target
The National Report on Schooling in Australia is approved by ACARA Board before the end of the subsequent calendar year	84	Annually	Data received from jurisdictions and the national report on schooling drafted, with feedback provided by government and non-government school sectors in preparation for submission to the ACARA Board for approval to be considered by AESOC and the Education Council	The National Report on Schooling drafted and approved by the ACARA Board by the end of December of the following year; the data portal updated in December and March with the most up-to-date available data, allowing public access to the various agreed national data sets for schooling
Revisions to the Measurement Framework for Schooling in Australia scoped*	84	2018–19	A review undertaken of the Measurement Framework for Schooling in Australia in consultation with jurisdictions through related advisory and working groups	The scope of revisions required to be made to the Measurement Framework for Schooling in Australia drafted in accordance with agreed national measures*
The presentation of national reports (e.g. NAP reports) revised and any related proposal for change presented to the ACARA Board, AESOC and Council as required *	85	2020–21	Review of national reports undertaken in liaison with partners – through the presentation of advice/ proposals to related working groups	Proposal(s) relating to the presentation of data/national reports developed and presented to the ACARA Board, AESOC and Council, as required, for consideration*
Enhancements to <i>My School</i> considered and agreed to by the Education Council progressed	85	2019–20	Proposals around enhancements submitted to AESOC and the Education Council for consideration as required and/or considered by government and non-government school sectors via scheduled meetings of working and advisory groups	All enhancements to <i>My School</i> consulted on with key stakeholders and implemented as agreed
Level of stakeholder satisfaction with the <i>My School</i> website*	85	2021–22	Survey of stakeholders held during the reporting period. This survey will establish the data basis for future surveys relating to satisfaction with online assessment	Strong level of satisfaction with the <i>My School</i> website recorded *



# National collaboration and leadership

- provide effective national leadership in curriculum development, educational assessment and national reporting
- closely collaborate with jurisdictions, the non-government education sectors and relevant stakeholders in pursuing the national education agenda

Budget Portfolio Statements 2018–19: Education and Training – ACARA Budget Statements – Outcome 1  
Program 1.4, pages 85–86

Delivery	Key actions	Priorities
<ul style="list-style-type: none"> <li>• Communicating information about ACARA's work and achievements to partners, stakeholders and the broader community</li> <li>• Providing national leadership in curriculum, assessment, data collection and reporting directly and in collaboration with the Commonwealth, states, territories, non-government sector, AITSL, ESA and other stakeholder groups, and ensuring liaison with key stakeholders across all matters relating to curriculum, assessment and reporting</li> <li>• Collaborating with international education bodies to ensure ACARA's work and advice to ministers are informed by leading research and better practice, and provide support services internationally where this aligns with ACARA's core areas of work</li> </ul>	<ul style="list-style-type: none"> <li>• Inform, strengthen and promote general community understanding of the significance of national curriculum, assessment and reporting processes</li> <li>• Lead national communications initiatives relating to NAPLAN Online</li> <li>• Respond to agreed national curriculum, assessment, data and reporting policy, and provide timely, quality advice to AESOC and the Education Council</li> <li>• Ensure all Education Council directives are undertaken in a timely manner</li> <li>• Work in partnership with jurisdictions around the Education Council directions and provide quality advice that facilitates effective decision-making by AESOC / Education Council</li> <li>• Maintain a system of review of ACARA's advisory structure to ensure it is fit for purpose</li> <li>• Build on ACARA's reputation for world-class curriculum, assessment and reporting programs by supporting learning opportunities requested by international delegations</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with all Australian governments, the non-government education sector and Education Services Australia in the transition to NAPLAN Online</li> <li>• Work in partnership with senior officials to implement the national Science, Technology, Engineering and Mathematics (STEM) School Education Strategy and the national Aboriginal and Torres Strait Islander Education Strategy.</li> </ul>



## National collaboration and leadership: performance

Performance criteria	PBS 2018–19 page No	Reporting period	Method	Target
An advisory structure that is fit for purpose is in place	86	Annually and survey every two years	Internal review of advisory structure undertaken each reporting period. Survey of members conducted in 2019 and 2021, with results reported to the ACARA Board	Advisory structure published (strong level of satisfaction received as measured through surveys in 2019 and 2021)
A transparent and timely reporting process and structure are maintained	86	Annually	Submissions to the ACARA Board and Education Council and/or AESOC for consideration with traffic light rating system in place with related comments on progress	Progress reports against the annual work plan submitted to the Education Council and/or AESOC each year and at each meeting of the ACARA Board. All advice provided on time and of high quality
Collaboration with partners (government and non-government school sectors), national stakeholders and international education bodies is clearly maintained	86	Annually	An internal evaluation of the scheduling of advisory groups and representation at meetings of key working groups/peak body opportunities and exchanges with international bodies	Evidence of collaboration through scheduled meetings of ACARA's key advisory groups, ACARA's attendance at key working groups and peak body opportunities, and evidence of communication with international education bodies

# Snapshot of ACARA's targets 2018–19 to 2021–22

**Note:** Subsequent to the publication of the Portfolio Budget Statements (PBS) 2018–19 Education and Training (ACARA Budget Statements, pages 73–93), ACARA has revised its previously endorsed 2018–19 to 2020–21 plan and drafted a plan for its new forth year out (2021–22) for endorsement by the Education Council. Performance criteria and targets in the tables below, which have been revised since the publication of the 2017–18 corporate plan and the 2018–19 PBS, are marked by an asterisk (\*)

Targets	2018–19	2019–20	2020–21	2021–22
Reports on national curriculum monitoring, international comparison(s) and research on developments in school curriculum design published by the end of the reporting year	X	X	X	X
Portfolios of work samples finalised and published by end of 2018–19	X			
The scope for refinement of the Australian Curriculum, (informed by analysis of monitoring, comparative and research activities 2016–17 to 2019–20) approved by the ACARA Board		X		
Actions for refinements to the Australian Curriculum agreed to by jurisdictions and work on refinements being undertaken			X	
Agreed actions for refinements to the Australian Curriculum by June 2022 completed				X
NAP successfully delivered, reported on (including delivery of NAPLAN Online in 2018 to schools, as determined by state and territory authorities), and successfully and fully transitioned online in the timeframe agreed by ministers	X	X	X	X
NAPLAN Online processes reviewed with enhancements prioritised for future implementation	X			
In accordance with the National STEM Strategy, the pilot study and trial of NAP-ICTL successfully undertaken in line with the revised definition of ICTL, relative to the Australian Curriculum and digital technology*		X		
Strong level of satisfaction with NAP online assessment recorded			X	
Advice on NAP enhancements, such as the scoring and reporting of innovative assessment items, considered by the ACARA Board, AESOC and Education Council by end of June 2022				X
The National Report on Schooling in Australia drafted and approved by the ACARA Board by the end of December of the following year; the data portal updated in December and March with the most up-to-date available data, allowing public access to the various agreed national data sets for schooling	X	X	X	X





Targets	2018–19	2019–20	2020–21	2021–22
The scope of revisions required to be made to the Measurement Framework for Schooling in Australia drafted in accordance with agreed national measures*	X			
Proposal(s) relating to the presentation of data / national reports developed and presented to the ACARA Board, AESOC and Council, as required, for consideration		X		
All enhancements relating to My School consulted on with key stakeholders and implemented as agreed			X	
Strong level of satisfaction with the My School website recorded				X
Advisory structure published (strong level of satisfaction received as measured through surveys in 2019 and 2021)	X	X	X	X
Progress reports against the annual work plan submitted to the Education Council and/or AESOC each year and at each meeting of the ACARA Board and all advice provided on time and of high quality	X	X	X	X
Evidence of collaboration through scheduled meetings of ACARA's key advisory groups, ACARA's attendance at key working groups and peak body opportunities, and evidence of communication with international education bodies	X	X	X	X
Staff turnover rate consistent with turnover and retention benchmarks	X	X	X	X
Increase in level of Aboriginal and Torres Strait Islander employees		X		
Strong level of staff satisfaction and/or engagement and strong ratings for effective leadership			X	



**Our**  
CAPABILITY



# Our capability

## OUR VALUES

Five values will uphold our work

- Respect
- Integrity
- Passion
- Professionalism
- Collaboration

## OUR RECONCILIATION ACTION PLAN

Our Reconciliation Action Plan (RAP) is about ACARA turning good intentions into real actions and rising to the challenge of reconciling Australia. ACARA's Aboriginal and Torres Strait Islander Education Advisory Group supports the development of the RAP. This RAP is our plan to create meaningful relationships, enhanced respect and promote sustainable opportunities for Aboriginal and Torres Strait Islander Australians.

## OUR PEOPLE

ACARA will recruit, develop and retain high-performing staff and will foster positive and agile work culture. Its people will reflect the diversity and dynamism of the education community and will have the skills and values needed to support ACARA's ongoing responsibilities as well as advance the authority's strategic proposals.

## ORGANISATIONAL SUPPORT

ACARA will maintain organisational efficiency to assist staff in their work through:

- strong focus on planning and reporting
- framework of internal and external audit
- solid financial management practices
- fit-for-purpose and sustainable ICT management systems.

Performance criteria	PBS 2018–19 page No	Reporting period	Method	Target
Staff turnover rate	N/A	Annually	Internal analysis of related data	Staff turnover rate consistent with turnover and retention benchmarks
Level of Aboriginal and Torres Strait Islander employment within the workplace	N/A	2019–20	Internal analysis of related data	increase in level of Aboriginal and Torres Strait Islander employees
Level of staff satisfaction and/or engagement (inclusive of ratings for effective leadership)maintained	N/A	2019–20 and 2021–22	Survey of staff held during the reporting periods of 2019–20 and 2021–22	Strong level of staff satisfaction and/or engagement and strong ratings for effective leadership



# Our oversight of risk

ACARA will maintain a risk management policy framework, consistent with AS/NZS ISO 31000:2009 Risk management – principles and guidelines that is compliant with the Public Governance, Performance and Accountability Act 2013. ACARA's risk management policy framework will be supported by a risk-based internal audit plan that is focused on providing assurance over key controls and assists ACARA to achieve its objectives by aligning internal audit activity to the areas of highest risk.

ACARA's Board, Audit and Risk Committee, executive and staff all play a role in the management of risk. This role may range from staff identifying and reporting risks associated with their own jobs and implementing and monitoring controls to manage risk, through to periodic review of ACARA's risk register and providing strategic direction and advice on ACARA's risk management policy framework.

The ACARA Board will:

- define ACARA's approach to risk management including how this approach supports the achievement of strategic objectives
- set ACARA's risk appetite and tolerance
- regularly review ACARA's corporate risk register to ensure it captures the key risks faced by ACARA
- ensure appropriate management strategies are in place to manage risks.

The Audit and Risk Committee will review and provide advice on:

- the appropriateness of ACARA's risk management policy framework and compensating controls to effectively identify and manage risks
- ACARA's approach to managing key risks, including those associated with program implementation and individual projects
- ACARA's fraud control policy framework
- whether a sound and effective approach has been followed in establishing ACARA's business continuity planning arrangements
- key roles and responsibilities relating to risk management and adherence to them by officials of ACARA.

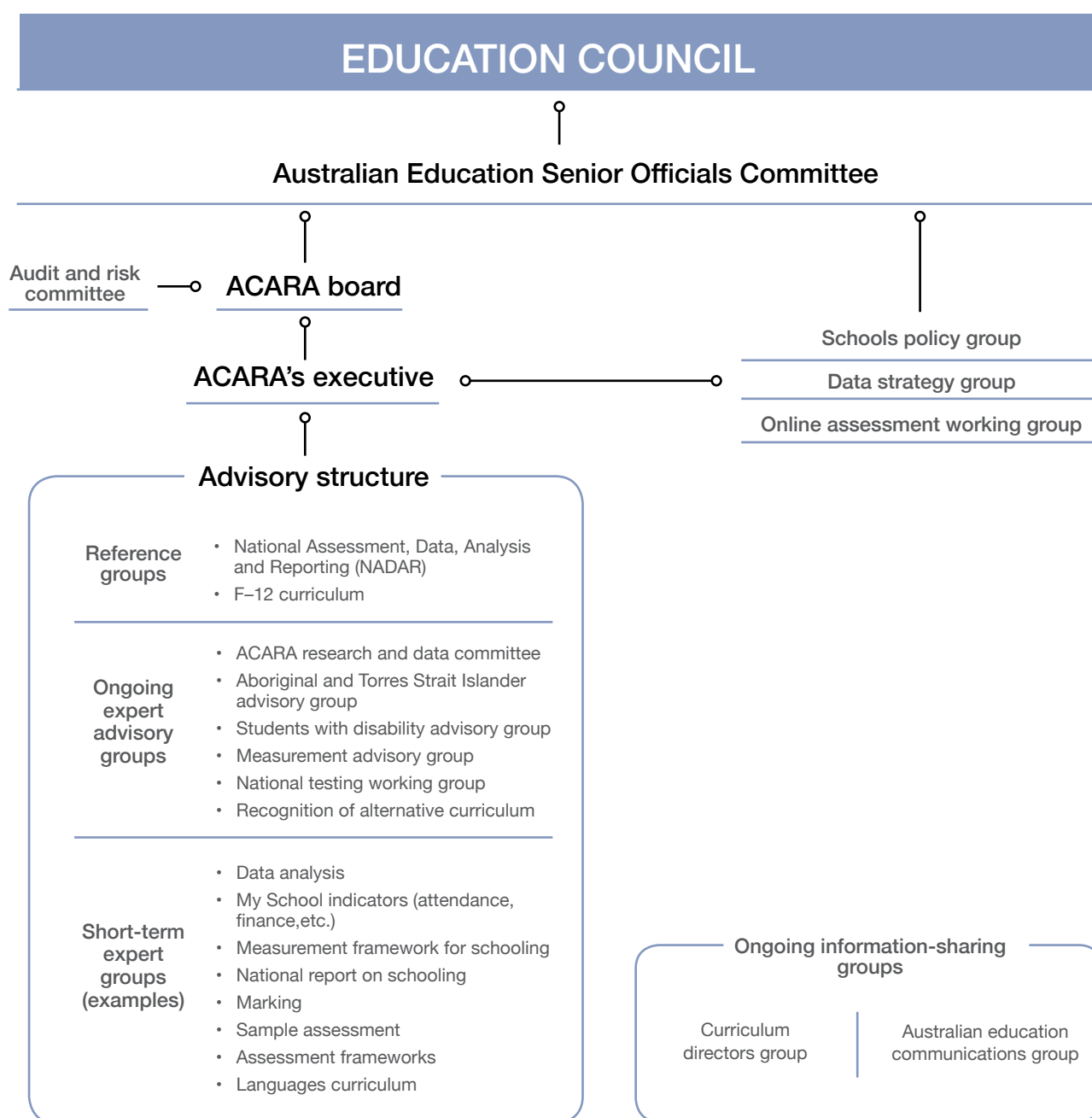


ACARA Senior Management Group, inclusive of ACARA's executive, will:

- implement the risk management policy framework endorsed by the Board
- develop and maintain a positive risk culture that promotes an open and proactive approach to managing risk through shared attitudes, values and behaviours
- maintain an appropriate level of capability to manage risk
- assume day-to-day responsibility for managing risk, including maintaining a register that accurately captures and assesses risks and compensating controls
- embed risk management processes into business as usual.

# Our governance and advisory structure

ACARA's work is set by the COAG Education Council. Advice on key activities is provided through an advisory structure that incorporates government and non-government school sector representation and expertise in specific related fields.



# acara

AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY



Australian  
CURRICULUM

NAP NATIONAL  
ASSESSMENT  
PROGRAM

*My School*<sup>®</sup>