

acara

AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

Corporate PLAN

2022–23 to 2025–26

Acknowledgement of Country and Place

The Australian Curriculum, Assessment and Reporting Authority (ACARA) acknowledges the traditional owners and custodians of Country and Place throughout Australia and recognises their continuing connection to land, waters and community. We pay our respects to their Elders past and present.

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 RAP is our plan to create meaningful relationships, enhance respect and promote sustainable opportunities for Aboriginal and Torres Strait Islander Australians.

ACARA's First Nations Australians Advisory Group supports the development and progress of the RAP.

Foreword

On behalf of the Board of the Australian Curriculum, Assessment and Reporting Authority (ACARA), I am pleased to present ACARA's corporate plan for 2022–23 to 2025–26.

The next 4 years will be a time for focusing on supporting the implementation of the Foundation to Year 10 Australian Curriculum, Version 9.0 and implementing agreed changes to the National Assessment Program (NAP).

As an organisation, ACARA continues to adapt well to delivering our work priorities within the context of the COVID-impacted work environment. As a key authority within the national education architecture, we have continued our important work of inspiring improvement in the learning of all young Australians through world-class curriculum, assessment and reporting, and have done so with continued wide collaboration and consultation with our stakeholders.

Our work over the coming years is very much future-focused as we:

- complete the review of the F–10 Australian Curriculum, Version 8.4 with all remaining Languages subjects to be reviewed and endorsed by the end of 2023
- work to support teachers implement the updated curriculum with nationally available and high quality work samples and resources
- deliver improvements to the NAP as agreed by ministers in November 2021, including moving to an earlier NAPLAN in March from 2023 and the introduction of opt-in assessments in NAP sample domains from 2024.

Consultation sits at the heart of ACARA's approach to its work. This was evident in the extensive program of research done in preparation for and during the Australian Curriculum Review. As we move into the next phase of work, we continue working closely with states, territories and schools to support their implementation of the new stripped back and teachable curriculum.

With the Australian Curriculum, Version 9.0 endorsed and the new website now available, ACARA will be focusing on the publication of student work samples that illustrate the Australian Curriculum achievement standards, as well as illustrations of practice that demonstrate how schools are implementing the content.

As the new national curriculum makes its way into schools and classrooms, we also continue our work to implement the changes to the NAP.

The NAP is the means by which governments, education authorities and schools can determine whether or not young Australians are reaching important educational goals, so critical data and information continues to be available to support teaching and learning.

In November 2021 education ministers agreed to:

- move the NAPLAN testing window from May to mid-March from 2023
- move the NAP sample assessment window from October to Term 2 from 2023
- add new annual assessments in science literacy, civics and citizenship, and digital literacy for Year 6 and Year 10 students, available to all schools and systems on an opt-in basis. This will be phased in over 3 years, starting with science literacy in 2024, civics and citizenship in 2025 and digital literacy in 2026.

We are well underway to progressing these improvements agreed to by ministers, and working with all states, territories and schools. These changes will mean valuable and timely data is available to inform teaching and learning programs. In moving NAPLAN tests earlier, ACARA is working closely with states, territories and schools to ensure that staff and students are familiar with the online assessment platform and question types.

As always, ACARA could not progress our workplan without close collaboration with both the government and non-government education sectors, and other stakeholders.

It is more important than ever, as we look to the future and complete our work across the 4-year timeframe, that we continue to keep students, teachers, principals and parents at the centre of what we do.

I would like to thank my colleagues on the ACARA Board, and ACARA's leadership team and staff for their ongoing commitment to ACARA's purposes and the continuous improvement in the education of all young Australians through world-class school curriculum, assessment and reporting.

Mr Derek Scott
Chair, ACARA Board

Statement of Preparation

ACARA's corporate plan 2022–23 covers the reporting periods of 2022–23 to 2025–26. It outlines how ACARA will work towards its vision to inspire improvement in the learning of all young Australians through world-class curriculum, assessment and reporting.

The corporate plan has been prepared as required under subsection 35 (1)(b) of the *Public Governance, Performance and Accountability Act 2013* (the PGPA Act).

ACARA's corporate plan is informed by the *Australian Curriculum, Assessment and Reporting Authority Act 2008* (ACARA Act), which sets out ACARA's functions; ACARA's current Charter, endorsed by all ministers for education in November 2016, which provides ACARA's strategic directions; and ACARA's 2022–23 to 2025–26 work plan.

Overview



Our vision

*“ACARA’s vision is to inspire improvement
in the learning of all young Australians
through world-class curriculum,
assessment and reporting”.*

Our purpose

What we do

ACARA's purpose is to be the authoritative source of advice on, and delivery of, national curriculum, assessment and reporting for all Australian education ministers, with international recognition of our work.

As agreed by the Ministerial Council, ACARA's role is to:

National curriculum

- provide a world-class curriculum from Foundation to Year 12 in specified learning areas agreed to by the education ministers
- 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.

Our key priorities

- Deliver and improve the quality of the National Assessment Program including through the implementation of earlier NAPLAN from 2023 and phasing in from 2024 of opt-in assessments for Years 6 and 10 in science, civics and citizenship, and digital literacy.
- Monitor and provide support for implementation of the Foundation – Year 10 Australian Curriculum, Version 9.0.
- Increase the use and value of our data and reporting on schooling including through the *My School* website and all national reports.
- Conduct, commission and disseminate research on curriculum, assessment and reporting.
- Strengthen our collaboration and engagement with all jurisdictions and stakeholders.
- Progress agreed national policy initiatives.

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 education ministers 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 education ministers, 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 education ministers 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

Directions

ACARA performs its purposes in accordance with directions given to it by education ministers in writing, and in accordance with [ACARA's Charter](#). 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 education ministers and in line with the [Alice Springs \(Mparntwe\) Education Declaration](#).

The ACARA Board agrees to ACARA's key priorities and reviews these annually. These priorities, in addition to directions made by education ministers, inform work plans and related budgets for endorsement by education ministers.

ACARA reports its progress against its annual work plan at meetings of the ACARA Board, the Australian Education Senior Officials Committee (AESOC) and submits its progress report against its work plan to Education Ministers Meeting (EMM) at least once a year.

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.

Our work relating to curriculum, assessment and reporting is enhanced by advice provided by 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 – Literacy and Numeracy (NAPLAN) and NAP sample assessments are used in combination with other forms of assessment to assess 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.

Collaboration

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.

Our work relating to curriculum, assessment and reporting is enhanced by advice provided by advisory groups.

ACARA's partners are the Commonwealth, state and territory departments of education in addition to national non-government school sectors' peak bodies. ACARA also works in collaboration with the [Australian Institute of Teaching and School Leadership](#) (AITSL), [Australian Education Research Organisation](#) (AERO) and [Education Services Australia](#) (ESA).

Stakeholders

ACARA's key 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. ACARA also engages broadly through a variety of forums and meetings with interested stakeholders.

Our work relating to curriculum, assessment and reporting is enhanced by feedback provided through stakeholder channels.

National education landscape and ACARA's impact

The Australian education landscape has been reshaped by ACARA's work with the introduction of the national curriculum, the continuation and enhancement of national testing, and the improvement in public reporting of related data.

During the 4 years ahead, ACARA will further enhance agreed national policy initiatives in collaboration with government and non-government school authorities, the Australian Government and other key stakeholders to ensure:

- work is undertaken in collaboration with partners to progress agreed national initiatives and to progress any further work as directed by ministers
- reforms to the NAP are successfully rolled out as agreed by ministers
- the curriculum is supported and monitored with research referred to so as to inform future refinements of the Australian Curriculum
- improvements are made to school reporting information.

Funding

Funding for ACARA is allocated by states and territories and the Australian Government under the education ministers' funding formula – with 50% of ACARA's funding provided by the Australian Government, and the other 50% provided by states and territories.

Implications of our environment

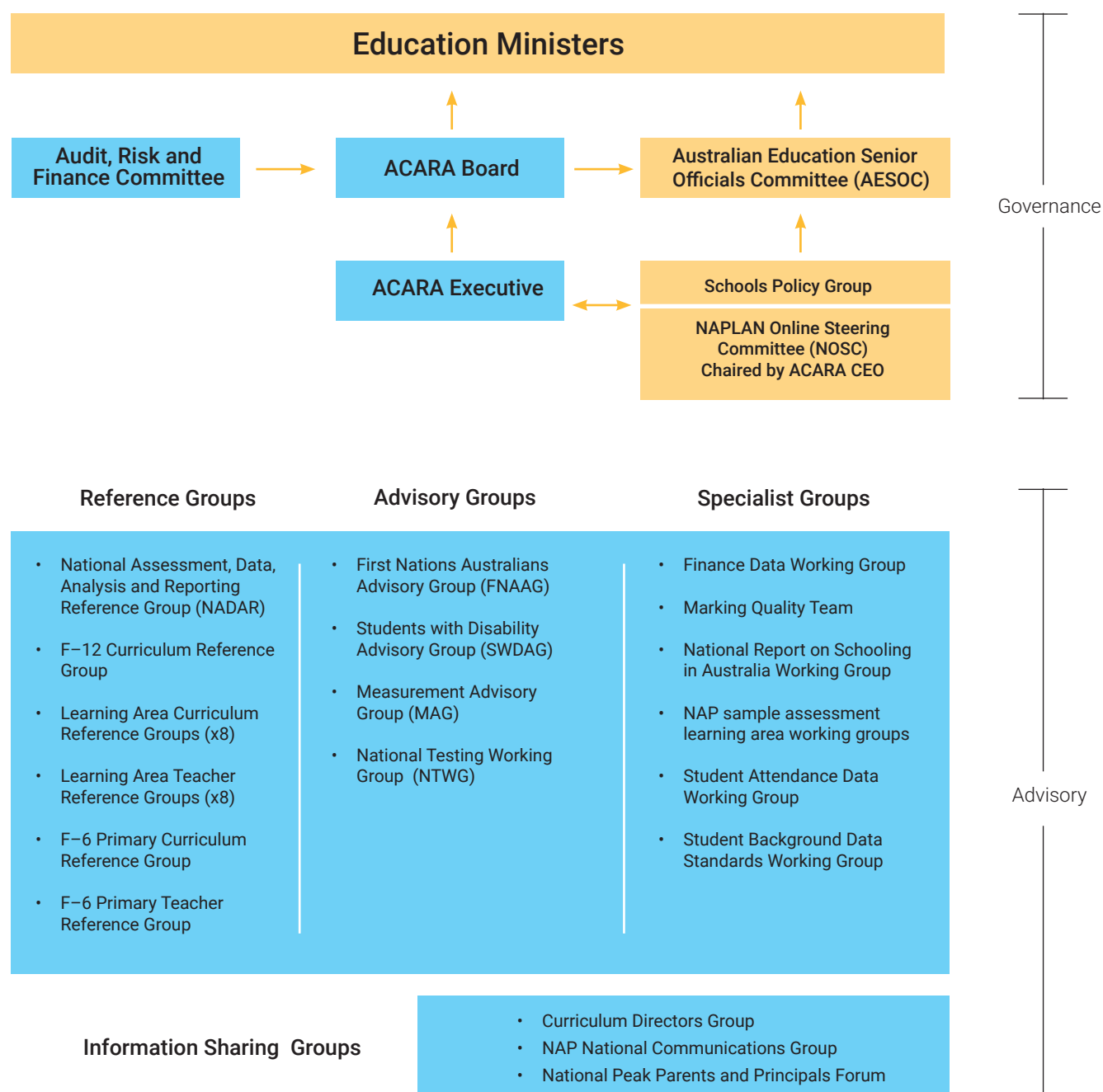
In summary, the Australian education environment that ACARA operates within is a complex and challenging one; however, ACARA is continually focused on the delivery of high quality outcomes that will benefit all students.

ACARA plays an important role in working with the government and non-government sectors to bring about national educational reforms. In meeting its directions and challenges, ACARA will:

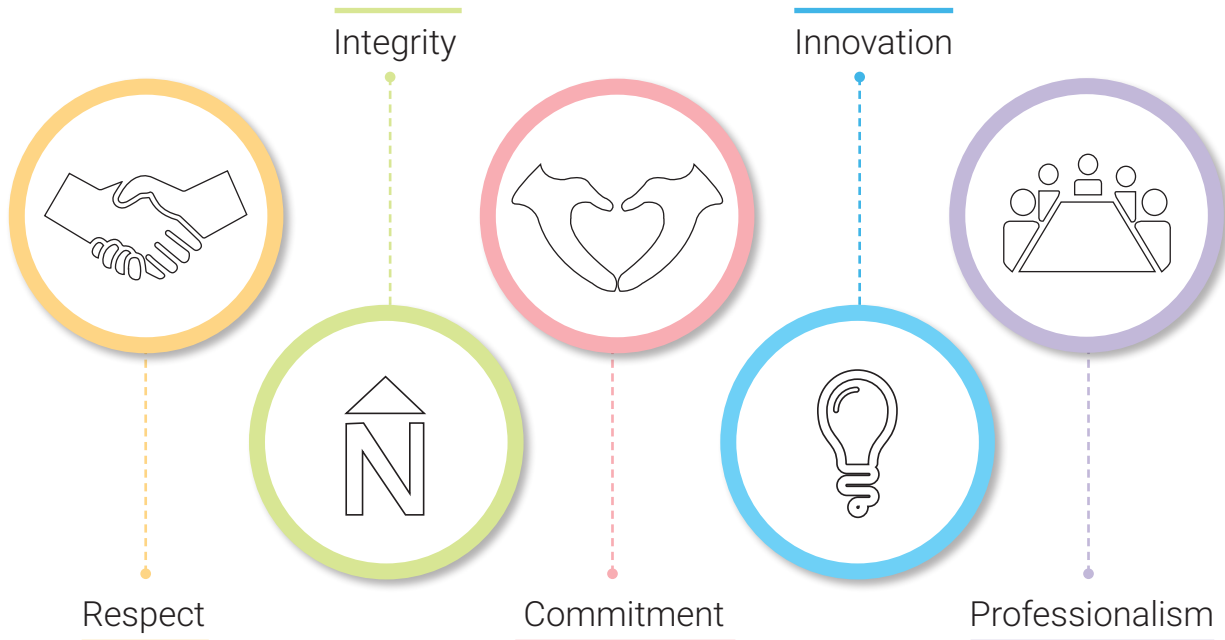
- collaborate with government and non-government school sector authorities on all aspects of its work to deliver improved learning outcomes for students
- meet agreed timelines relating to national policy initiatives, and present quality reports and papers to assist in related decision-making
- improve the accessibility of information connected to its work and associated support materials for stakeholders.

Our governance and advisory structure

ACARA's work is set by education ministers. 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's advisory structure is regularly revised to ensure it is fit for purpose.



Our values and capability



Our values

People

- ACARA will recruit, develop and retain high-performing staff and will foster a 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.
- Our People Strategy sets clear, strategic people priorities and targets, and is regularly revised to ensure relevance and alignment to our work plans.
- The strategy is designed to foster a positive employee experience; support employees in their development, career and wellbeing; and contribute to high organisational performance.
- ACARA continues to participate in a climate (engagement) survey, run every 2 years. This survey allows employees to provide feedback on the organisation, with staff encouraged to collaborate on the design of interventions aimed at improving ongoing engagement and the employee experience at ACARA.

Communications and engagement

- ACARA's strategy for supporting enhanced communications and stakeholder engagement includes the optimisation of customer relationship management software for stakeholder management and engagement, as well as activities to support and extend the stakeholder engagement capability of staff. Staff upskilling includes the provision of engagement "toolkits" and resources (research, databases and procedures), mentoring and training opportunities.
- Communications and engagement strategies will be developed each year to guide support for achievement of ACARA's work plan with development of project-specific supporting plans.

Change management

- ACARA will continue to build and sustain change management as a core organisational capability to anticipate, plan and adapt to change, to support its effective operations and the delivery of its organisational outcomes.
- ACARA will continue to focus on various strategies, including:
 - continue to maintain an organisation-wide visibility of change initiatives to support prioritisation, align planning, proactively manage change impacts on employees and increase the likelihood of successful change outcomes
 - continue to integrate change management with ACARA's project management and risk management frameworks, and extend its consistent application across the organisation
 - develop and implement change management plans to support multiple projects, as prioritised by the Executive Leadership Team. A specific focus will be given to managing changes associated with ACARA's digital portfolio and supporting its digital transformation agenda
 - guide and support executives and managers to take an active role in leading change
 - continue to establish multi-disciplinary project teams to facilitate integration of change management with other project activities
 - coach and support employees experiencing change with practical tools and resources
 - continuously develop change management tools and resources, available to all employees.

Finances

- ACARA is committed to financial sustainability and sound financial governance. Effective budget management will ensure ACARA achieves its work plan and purpose, as well as fulfilling the expectations of our stakeholders. To maximise the use of scarce resources, funding must be allocated effectively and be based on corporate priorities and pre-determined deliverables.
- We have a commitment to continuous improvement and efficiency of our internal business support practices and project undertakings.
- An adopted collaborative methodology across the enabling functions, as well as with external agencies, allows ACARA's management of finances to remain robust and evolve with technological and regulatory changes.
- The use of data and analytics to inform evidence-based decision-making and increased internal stakeholder engagement enhances this capability.

Technology

- ACARA will continue to strive to deliver public value through contemporary technologies aligned to global trends, driving efficiency and consistency through fit-for-purpose technology investments, while reducing risk and improving compliance.
- ACARA will focus its efforts in 5 main areas of technology support:
 - enhancing and maintaining robust data governance and digital environment security
 - driving contemporary design in digital channel strategies
 - adopting best practice digital productivity practices
 - providing a consistent organisation-wide view of stakeholders
 - supporting key technologies required to deliver NAPLAN online.
- ACARA will apply best practice in global technology trends to support business outcomes through (where appropriate) a cloud-first technology approach, implementing digital productivity tools, and audience-led digital content design.

Our oversight of risk

ACARA maintains a risk management framework consistent with ISO 31000 and the Commonwealth Risk Management Policy. ACARA's risk management framework is supported by a risk-based internal audit plan. The plan provides assurance of key controls and assists ACARA to achieve its objectives by aligning internal audit activity to the areas of greatest risk.

ACARA's Board; Audit, Risk and Finance Committee; executive and staff all play a role in risk management. This role ranges from identifying and reporting risks, implementing and monitoring controls, considering emerging risks, reviewing ACARA's risk register, and ensuring the risk management framework is fit for purpose.

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
- review ACARA's strategic and corporate risk registers regularly to ensure they capture the key risks facing ACARA
- ensure appropriate strategies are in place to manage risks.

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

- the appropriateness of ACARA's risk management policy framework and 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
- the approach followed in establishing ACARA's business continuity planning arrangements and whether it is sound and effective
- key roles and responsibilities relating to risk management and adherence to them by officials of ACARA.

ACARA's Executive Leadership Team will:

- implement the risk management framework approved 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
- assume day-to-day responsibility for managing risk, including:
 - maintaining a register that accurately captures and assesses risks and controls
 - identifying and implementing appropriate internal controls to ensure the integrity of financial and accounting information, prevent fraud and maintain compliance with the PGPA Act
- implement an annual internal audit plan to evaluate internal controls, legislative compliance and assess ACARA's approach to risk management
- embed risk management processes into business as usual.

ACARA's operating environment, key programs and service delivery were immediately impacted by COVID-19. ACARA adapted rapidly to the changing environment by ensuring systems and governance were in place to support employees and manage risks associated with work plan deliverables. ACARA will continue to consider pandemic-related risks as Australia continues to recover. In collaboration with our stakeholders, ACARA will continue working with agility, flexibility and innovation to implement measures that will support the recovery.

Key risks to ACARA's capability

Risk	Risk mitigations
National curriculum, assessment and reporting delivery ACARA's key curriculum programs, assessment and reporting projects and services do not meet education ministers' policy intent or are not delivered on time, or on budget.	ACARA's forward work plans and budgets are approved by all education ministers. ACARA's CEO is the Senior Responsible Officer for NAPLAN Online. ACARA has a framework of policies, procedures and guidance in place to support operational activities, and progress against the work plan is reported to the ACARA Board and education ministers.
People ACARA does not have the right people with the right skills and capabilities to deliver on education ministers' key priorities.	ACARA's People Strategy sets clear strategic people priorities and is a key enabler of our Strategic Plan. The priorities to attract and retain talent, develop talent, foster diversity and wellbeing, and enable our future workforce are aligned to ACARA's values of respect, integrity, commitment, innovation and professionalism, and reflect commitment to the <i>Work Health and Safety Act 2011</i> .
Stakeholders Ineffective engagement with stakeholders constrains collaboration, innovation and achievement of work plan objectives.	ACARA is committed to identifying and maintaining long-term stakeholder relationships with the sector, the wider community, education ministers, and state and federal governments.
Information technology architecture ACARA's Information Communication Technology (ICT) services, including capability and processes, do not adequately support the effective delivery of programs, projects and services.	ICT is embedded in ACARA's business activities, and risks that could compromise the delivery of programs, projects and services are managed. ACARA's ICT Strategy intends to drive efficiencies and increase consistency through fit-for-purpose technology investment, robust enterprise security and platform consolidation, reduction of risk, and improved compliance.
Information management ACARA's governance and management of information does not effectively protect data, assets and key payments.	Information management is embedded in ACARA's business activities, and risks that could compromise the security of classified and sensitive data and information are managed. ACARA adheres to guidelines issued by the Australian Signals Directorate's Australian Cyber Security Centre and complies with the Commonwealth resource management framework including the <i>Public Governance, Performance and Accountability Act 2013</i> .
Authorising environment ACARA's strategic model is challenged through a changing external environment including changing regulatory and funding architecture, multiple reform agendas, community expectations, technological change and global advancements.	ACARA proactively monitors its external environment and strategically positions itself as an independent (inter-governmental) agency through effective stakeholder engagement. ACARA maintains a sound governance structure through the Board; Audit, Risk and Finance Committee; and Executive Leadership Team.
Work Health and Safety An at fault or avoidable incident occurs at an ACARA workplace that threatens the health and/or safety of staff or visitors.	ACARA is committed to complying with the <i>Work Health and Safety Act 2011</i> and providing a workplace that enables all work activities to be carried out in a healthy and safe environment. ACARA maintains a Workplace Health and Safety Policy, WHS Management Plan and a Workplace Health and Safety Committee. ACARA's COVID-19 response has focused on staff health, safety and wellbeing, led by the Executive Leadership Team.

Our performance

Overview

This section of the corporate plan summarises how we plan to address our purposes over the quadrennium (2022–23 to 2025–26).

Our performance information is presented under each purpose – referring to related overarching work and our key activities to be undertaken over the next quadrennium. How achievement against our work will be measured is set out in terms of performance criteria, the method for measuring achievement for each criterion and related targets.

ACARA's work – what we do and when it is delivered – is directed, through agreement, by all education ministers, with our performance reflecting their expectations and those of all government and non-government schools. We are dedicated to working with our stakeholders in delivering outcomes that benefit all Australian schools, principals, teachers, parents and students.

Revisions to performance measures

An asterisk (*) indicates where a criterion, reporting period or target has been revised after the publication of the 2021–22 to 2024–25 corporate plan. Overall, revisions have been made to better reflect ACARA's revised 4-year plan and new directions from education ministers during 2021–22.

National curriculum

Delivery and summary of key actions: 2022–23 to 2025–26

- Provide a world-class curriculum from Foundation to Year 12 in specified learning areas as agreed to by education ministers.
- Assemble the evidence base required to review, develop and refine curriculum.

Overarching work	Key actions
<ul style="list-style-type: none"> • Developing, updating and maintaining the Australian Curriculum and supporting its implementation • Providing authoritative Australian Curriculum advice to stakeholders and facilitating information sharing, collaboration and support for the Australian Curriculum • Monitoring the effectiveness of the Australian Curriculum and undertaking research to inform national policy and practice 	<ul style="list-style-type: none"> • Develop and review content that will be published on the new Australian Curriculum website relating to mental health, and liaise with state and territory jurisdictions and Teacher Reference Groups in relation to refining the Health and Physical Education (HPE) curriculum.* • Develop and review content for the Languages curriculum (5 second language pathways languages, background speaker pathway framework and curriculum, Framework for Classical Languages, Auslan, Framework for Aboriginal Languages and Torres Strait Islander Languages).* • Develop and publish high quality resource materials and other information to support teachers to understand the content of and implement the Australian Curriculum. • Maintain and enhance the online functionality and quality of information and resources on the new Australian Curriculum, Version 9.0 website and maintain the Version 8.4 website until all jurisdictions are implementing the Australian Curriculum, Version 9.0. • Facilitate information sharing with, and provide expertise and advice to, stakeholders, Commonwealth/state/territory departments of education and non-government school authorities to support familiarisation and implementation of the Australian Curriculum. • Conduct an evaluation of the process undertaken to review the F–10 Australian Curriculum and of the process for monitoring the effectiveness of the curriculum.*

Performance criteria	Reporting period	How criteria will be measured	Performance target
Maintain and enhance the curriculum support resources available on, and the online functionality of, the new Australian Curriculum, Version 9.0 website (released in May 2022).	Annually	Feedback on teachers' needs for implementation support resources and the online functionality of the Australian Curriculum website received.	Implementation support resources that have been endorsed by education ministers as part of ACARA's work plan are delivered and accessible through the Australian Curriculum website.
Maintain research into international and national curriculum trends and developments, and conduct annual monitoring processes to inform future refinements to the Australian Curriculum.	Annually*	In line with agreed scope and process for curriculum research and monitoring activities, future refinements to the Australian Curriculum are identified.	Research and monitoring activities are completed.
Refinements to the F–10 Australian Curriculum in 10 Languages subjects are undertaken in collaboration with jurisdictions and stakeholders.*	2022–23	In line with agreed scope, refinement of the F–10 Australian Curriculum in 10 remaining Languages subjects is completed in consultation with jurisdictions and stakeholders.	F–10 Australian Curriculum in 10 Languages subjects reviewed, and revised versions are published on Australian Curriculum, Version 9.0 website as agreed by education ministers.

Performance criteria	Reporting period	How criteria will be measured	Performance target
Refinements to the Health and Physical Education curriculum in relation to mental health are undertaken.*	2022–23	Refinements to the Health and Physical Education curriculum in relation to mental health completed in consultation with jurisdictions and stakeholders.	Refinements to the Health and Physical Education curriculum published on Australian Curriculum, Version 9.0 website as agreed by education ministers.
Refinements to the F–10 Australian Curriculum in remaining 4 Languages subjects are undertaken in collaboration with jurisdictions and stakeholders.*	2023–24	In line with agreed scope, refinement of the F–10 Australian Curriculum in the remaining 4 Languages subjects is completed in consultation with jurisdictions and stakeholders	F–10 Australian Curriculum in the remaining 4 Languages subjects reviewed, and revised version published on Australian Curriculum, Version 9.0 website as agreed by education ministers
Work samples for all learning areas are made available on Australian Curriculum, Version 9.0 website.*	2025–26	Work samples are developed in liaison with key stakeholders and annotated for all learning areas on Australian Curriculum, Version 9.0 website.	Work samples are published on Australian Curriculum, Version 9.0 website to support teachers to develop a consistent interpretation of the standards.

National assessment

Delivery and summary of key actions: 2022–23 to 2025–26

- Provide a quality, comprehensive and cohesive suite of national assessments.

Overarching work	Key actions		
<ul style="list-style-type: none"> • Implement National Assessment Program (NAP) reforms.* • Research, develop and support activities required for high quality assessments. • Manage the planning development, delivery and reporting for NAPLAN. • Manage the planning, development, delivery and reporting for the NAP sample assessments. 	<ul style="list-style-type: none"> • Ensure the successful move of National Assessment Program – Literacy and Numeracy (NAPLAN) to Term 1 and deliver the NAPLAN assessments and NAP sample assessments annually.* • Finalise and implement agreed reforms to the NAP, such as a revised model for assessing writing, proficiency standards and opt-in assessments of science, digital literacy, and civics and citizenship.* • Develop advice on the future operating model to inform enhancements that improve experience for students and functionality for test administrators and schools.* • Publish NAPLAN and NAP sample national reports, and provide reports for individual schools opting in to NAP assessments.* 		

Performance criteria	Reporting period	How criteria will be measured	Performance target
NAPLAN and NAP sample assessments are delivered as agreed by education ministers.	Annually	National reports are prepared and published.	National reports on results of NAPLAN and NAP sample assessments are reviewed by jurisdictions and published.
NAPLAN assessments are conducted earlier in the year, as agreed by ministers.*	2022–23	Test Administration Authorities (TAAs) receive results earlier than previous years.	TAAs receive results for non-writing domains in May 2023.
Proficiency standards as agreed by education ministers are introduced for NAPLAN 2023 reports.	2023–24	Proficiency standards are reported on reset NAPLAN scale.	NAPLAN scale reset and results are reported against proficiency standards in NAPLAN reports.
Approved enhancements to NAP sample assessments, as agreed by education ministers, are implemented.	2023–24	Advice on implementation of enhancements to NAP sample is on agendas for the ACARA Board, AESOC and EMM.	Enhancements as agreed by education ministers are implemented for NAP science.
An enhanced writing assessment model for NAPLAN, as agreed by education ministers, is implemented.	2024–25*	Enhanced writing assessment model is introduced to NAPLAN.	TAAs receive results from the enhanced writing model.
Continued implementation of approved enhancements to NAP, as agreed by education ministers, takes place.	2024–25	Advice on implementation of enhancements to NAP is on agendas for the ACARA Board, AESOC and EMM.	Enhancements approved and agreed by education ministers are implemented for NAP civics and citizenship.
NAP opt-in tests for science are available for schools.*	2024–25	Reports are provided to individual schools opting in to NAP science assessments.	Schools that opt in to NAP science assessments are able to access their reports.
NAP opt-in tests for civics and citizenship are available for schools.*	2025–26	Reports are provided to individual schools opting in to NAP civics and citizenship assessments.	Schools that opt in to NAP civics and citizenship assessments are able to access their reports.

National data and reporting

Delivery and summary of key actions: 2022–23 to 2025–26

- 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.

Overarching work	Key actions
<ul style="list-style-type: none"> • Monitoring and, where necessary, reviewing the existing national key performance measures for schools, and producing a comprehensive and authoritative national report • Managing the collection and quality assurance of data, and provide national school information, including through the <i>My School</i> website. • Managing the sharing and dissemination of data 	<ul style="list-style-type: none"> • Undertake review and revision of the Measurement Framework for Schooling in Australia, in line with the revised National Schools Reform Agreement.* • Review format of national reports (ANR, NAPLAN and NAP sample) by making greater use of online functionality to enhance the user experience.* • Develop and implement any agreed new indicators on <i>My School</i> (e.g. proficiency standards as agreed by education ministers) and enhance the website in accordance with any actions agreed to by education ministers. • Prepare content of the National Report on Schooling in Australia, and refresh and update the National Data Portal. • Provide data to jurisdictions, ACARA's reporting advisory groups and systems, and approved research applicants in accordance with agreed protocols.

Performance criteria	Reporting period	How criteria will be measured	Performance target
The National Report on Schooling in Australia is published.	Annually	The National Report on Schooling and updated data portal are on the agenda for AESOC.	The National Report on Schooling is published and the National Report on Schooling data portal is updated.
Level of stakeholder satisfaction with the <i>My School</i> website meets target.	2022–23	Website survey of users is conducted.*	Level of satisfaction with usability of the <i>My School</i> website is at 60% or above.
The Measurement Framework for Schooling in Australia is reviewed and updated, in consultation with stakeholders and advisory groups.	2023–24	Revisions to the Measurement Framework for Schooling in Australia are on the agenda for AESOC.	Revised Measurement Framework for Schooling in Australia is published.
Review of reporting website and mechanisms is undertaken.	2024–25	Report on the adequacy of ACARA's school performance reporting is provided to ACARA Board.	Revision of ACARA reporting mechanisms commenced.
Level of stakeholder satisfaction with the <i>My School</i> website improves.	2025–26	Website survey of users is conducted.*	Usability of website shows improvement from 2022–23 survey.*

National collaboration and leadership

Delivery and summary of key actions: 2022–23 to 2025–26

- 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.

Overarching work		Key actions	
<ul style="list-style-type: none"> • Communicating information about ACARA's work and achievements to partners, stakeholders and the broader community • Providing national leadership in curriculum, assessment, data collection and reporting directly and in collaboration with the Commonwealth, states, territories, non-government sector, AITSL, Education Services Australia, AERO and other stakeholder groups, and ensure liaison with key stakeholders across all matters relating to curriculum, assessment and reporting. 		<ul style="list-style-type: none"> • Lead national communications and engagement relating to the F–10 Australian Curriculum, Version 9.0, agreed improvements to the NAP, and related national reporting. • Respond to agreed national curriculum, assessment, data and reporting policy, and provide timely, quality advice to AESOC and education ministers. • Work in partnership with jurisdictions around directions agreed to by all education ministers and provide quality advice that facilitates effective decision-making. • Maintain a system of review of ACARA's advisory structure to ensure it is fit for purpose. • Inform, strengthen and promote general community understanding of the significance of national curriculum, assessment and reporting processes. • Build on ACARA's reputation for world-class curriculum, assessment and reporting programs by supporting learning opportunities requested by international delegations. 	

Performance criteria	Reporting period	How criteria will be measured	Performance target
An advisory structure that is fit for purpose is in place.	Annually (and survey every 2 years)	Internal review of advisory structure is undertaken each reporting period. Survey of members is conducted in 2023 and 2025 with results reported to the ACARA Board.	Advisory structure is reviewed and level of satisfaction received is at 60% or above as measured through surveys in 2023 and 2025.
A transparent reporting process and structure are maintained and timely advice to jurisdictions is provided.	Annually	Traffic light reporting system against all ACARA's key activities is submitted to the ACARA Board and EMM.	Progress reports against the annual work plan are submitted to EMM and/or AESOC each year and at each meeting of the ACARA Board, and all advice provided when requested.

Performance criteria	Reporting period	How criteria will be measured	Performance target
Collaboration with partners (government and non-government school sectors), national stakeholders and international education bodies is clearly maintained.	Annually	The scheduling of advisory groups and representation of ACARA at meetings of key working groups/peak body opportunities and exchanges with international bodies are evaluated internally.	There is evidence of high frequency of engagement 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.
Research relating to curriculum, assessment or reporting to advance ACARA's work in these areas is commissioned and published.	Annually	Research is published.	Two pieces of research are available through ACARA's website(s) and availability communicated to stakeholders.

Capability and Risk

Capability: performance

Performance criteria	Reporting period	How criteria will be measured	Performance target
Aboriginal and Torres Strait Islander employment strategy is implemented, resulting in an increase in the number of Aboriginal and Torres Strait Islander employees.	2022–23	Related data is analysed internally.	Aboriginal and Torres Strait Islander employment strategy is implemented, with an increase in the number of Aboriginal and Torres Strait Islander employees.
Improvements in employee perceptions in the climate surveys achieved by 2023.	2023–24	Survey of staff is held during the reporting period of 2023–24.	Strong level of staff satisfaction and/or engagement is achieved, with the overall engagement score maintained above 80% and the wellbeing score increasing to at least 75%.
Employees show improved level of satisfaction with the learning and development trainings provided.*	2024–25	Survey of staff is held during the reporting period of 2023–24.	Overall satisfaction with training and development increased to at least 70%.

Risk oversight: performance

Performance criteria	Reporting period	How criteria will be measured	Performance target
Risk management maturity is lifted	2022–23	Risk management framework review internal audit is conducted.	Risk management maturity rating "Mature-Advanced" is achieved.
Risk culture formally documented and embedded	2024–25	Comcover risk management benchmarking survey is completed in 2025.	Risk culture maturity rating "Embedded" is achieved.

Snapshot of key performance

2022–23 to 2025–26

Targets	2022–23	2023–24	2024–25	2025–26
National curriculum				
Implementation support resources that have been endorsed by education ministers as part of ACARA's work plan are delivered and accessible through the Australian Curriculum website.	O	O	O	O
Research and monitoring activities are completed.	O	O	O	O
F–10 Australian Curriculum in 10 Languages subjects reviewed, and revised versions are published on Australian Curriculum, Version 9.0 website as agreed by education ministers.	O			
Refinements to the Health and Physical Education curriculum published on Australian Curriculum, Version 9.0 website as agreed by education ministers.	O			
F–10 Australian Curriculum in the remaining 4 Languages subjects reviewed, and revised version published on Australian Curriculum, Version 9.0 website as agreed by education ministers.		O		
Work samples are published on Australian Curriculum, Version 9.0 website to support teachers to develop a consistent interpretation of the standards.				O
National assessment				
National reports on results of NAPLAN and NAP sample assessments are reviewed by jurisdictions and published.	O	O	O	O
Test Administration Authorities receive results for non-writing domains in May 2023.	O			
NAPLAN scale reset and results are reported against proficiency standards in NAPLAN reports.		O		
Enhancements as agreed by education ministers are implemented for NAP science.		O		
Test Administration Authorities receive results from the enhanced writing model.			O	
Enhancements approved and agreed by education ministers are implemented for NAP civics and citizenship.			O	
Schools that opt in to NAP science assessments are able to access their reports.			O	
Schools that opt in to NAP civics and citizenship assessments are able to access their reports.				O
National data and reporting				
The National Report on Schooling is published and the National Report on Schooling data portal is updated.	O	O	O	O
Level of satisfaction with usability of the <i>My School</i> website is at 60% or above.	O			
Revised Measurement Framework for Schooling in Australia is published.		O		
Revision of ACARA reporting mechanisms commenced.			O	
Usability of website shows improvement from 2022–23 survey.*				O

Targets

2022–23 2023–24 2024–25 2025–26

National collaboration and leadership

Advisory structure is reviewed and level of satisfaction received is at 60% or above as measured through surveys in 2023 and 2025.	O	O	O	O
Progress reports against the annual work plan are submitted to EMM and/or AESOC each year and at each meeting of the ACARA Board, and all advice provided when requested.	O	O	O	O
There is evidence of high frequency of engagement 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.	O	O	O	O
Two pieces of research are available through ACARA's website(s) and availability communicated to stakeholders.	O	O	O	O

Capability and risk

Aboriginal and Torres Strait Islander employment strategy is implemented, with an increase in the number of Aboriginal and Torres Strait Islander employees.	O			
Strong level of staff satisfaction and/or engagement is achieved, with the overall engagement score maintained above 80% and the wellbeing score increasing to at least 75%.		O		
Overall satisfaction with training and development increased to at least 70%.			O	
Risk management maturity rating "Mature-Advanced" is achieved.	O			
Risk culture maturity rating "Embedded" is achieved.			O	

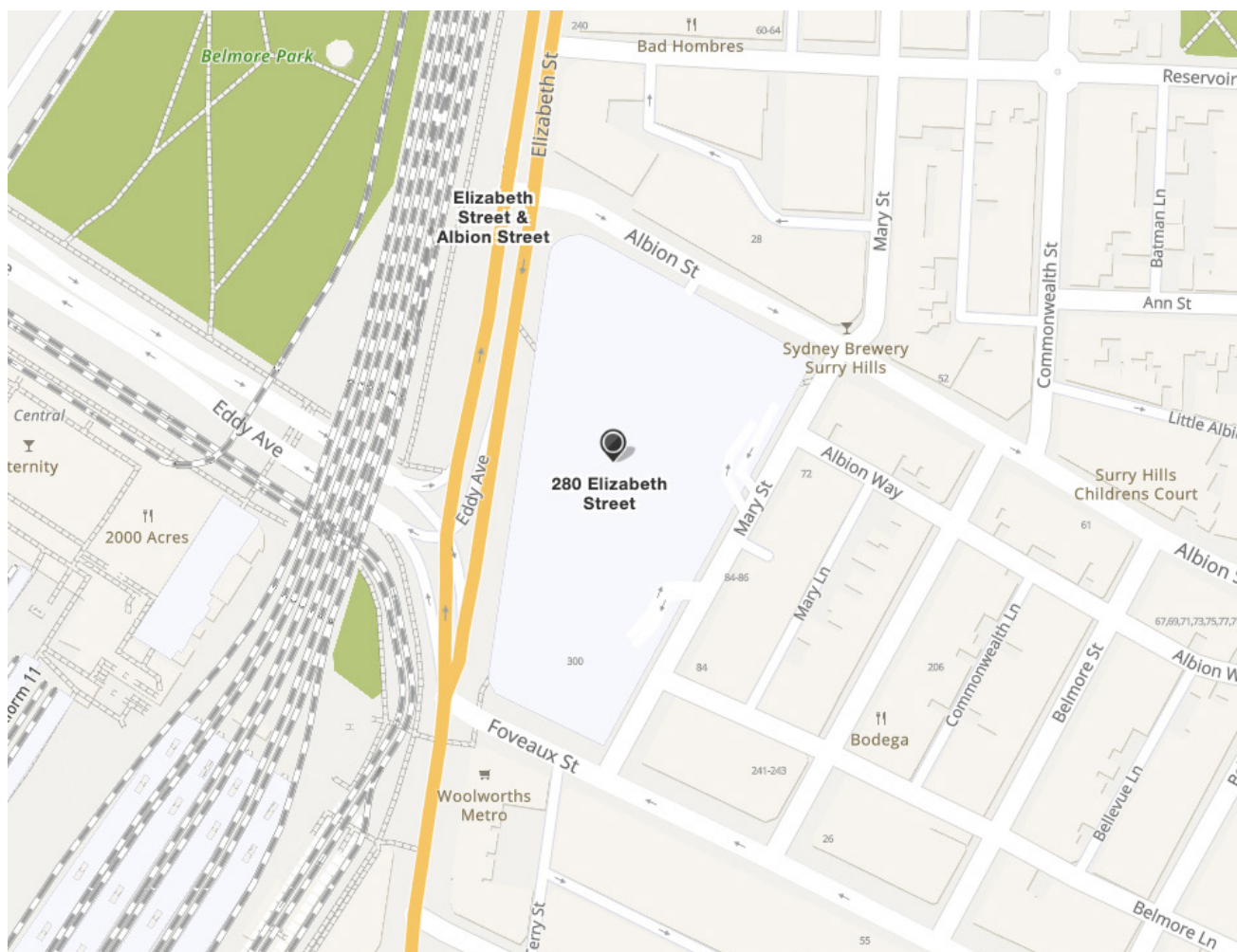
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acara

AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY