



Charter

2025–26 to 2028–29

Effective 2 February 2026



Introduction

This Charter is issued by the Education Ministers Meeting (EMM) under the authority of the *Australian Curriculum, Assessment and Reporting Authority Act 2008 (Cth)* (the Act). It replaces the previous Charter, which was effective from 15 December 2022.

In accordance with section 7 of the Act, ACARA must perform its functions and exercise its powers in line with this Charter, as determined by the EMM. In accordance with section 7(5) of the Act, this Charter is not a legislative instrument.

The Charter articulates the strategic direction set by the EMM and guides ACARA in fulfilling its legislative functions as an independent statutory authority. It provides the basis for ACARA's planning and operations, and should be read in conjunction with the 4-year work plan, which outlines the key activities, timelines and resource allocations necessary to deliver on the EMM's priorities.

Together, the Charter and 4-year work plan provide a clear and transparent framework for the EMM's expectations of ACARA's performance.

Legislative basis

In accordance with section 6 of the Act, ACARA's functions include not only developing and administering a national school curriculum, but also:

- administering national assessments
- collecting, managing and analysing school and student data
- facilitating intergovernmental data sharing
- publishing national education reports and comparative school data
- delivering school curriculum resources and education research
- performing other functions incidental or ancillary to these purposes.

These responsibilities are reflected throughout ACARA's strategic directions and operational activities, as detailed in the 4-year work plan.

Strategic directions

2025–2029

↓ Guided by its vision and purpose, ACARA will pursue the following strategic directions, structured across its core legislated functions:



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

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.



Core directions

Curriculum

- Create and publish high-quality, accessible and relevant resources that respond to changing needs, to support teachers to implement the Australian Curriculum.
- Evaluate and monitor the implementation of the Australian Curriculum.
- Research curriculum and curriculum development processes nationally and internationally to inform future iterations of the Australian Curriculum.

Assessment

- Deliver a program of national assessment as agreed to by education ministers.
- Conduct research and development to continuously improve student experience and the quality of information collected through delivery of the National Assessment Program (NAP).

Reporting

- Deliver the National Report on Schooling in Australia to inform national education policy and measure progress against key performance indicators reflected in the Measurement Framework for Schooling in Australia.
- Deliver transparent, nationally consistent school data through My School to support informed decision-making and accountability.



Reform directions

Curriculum

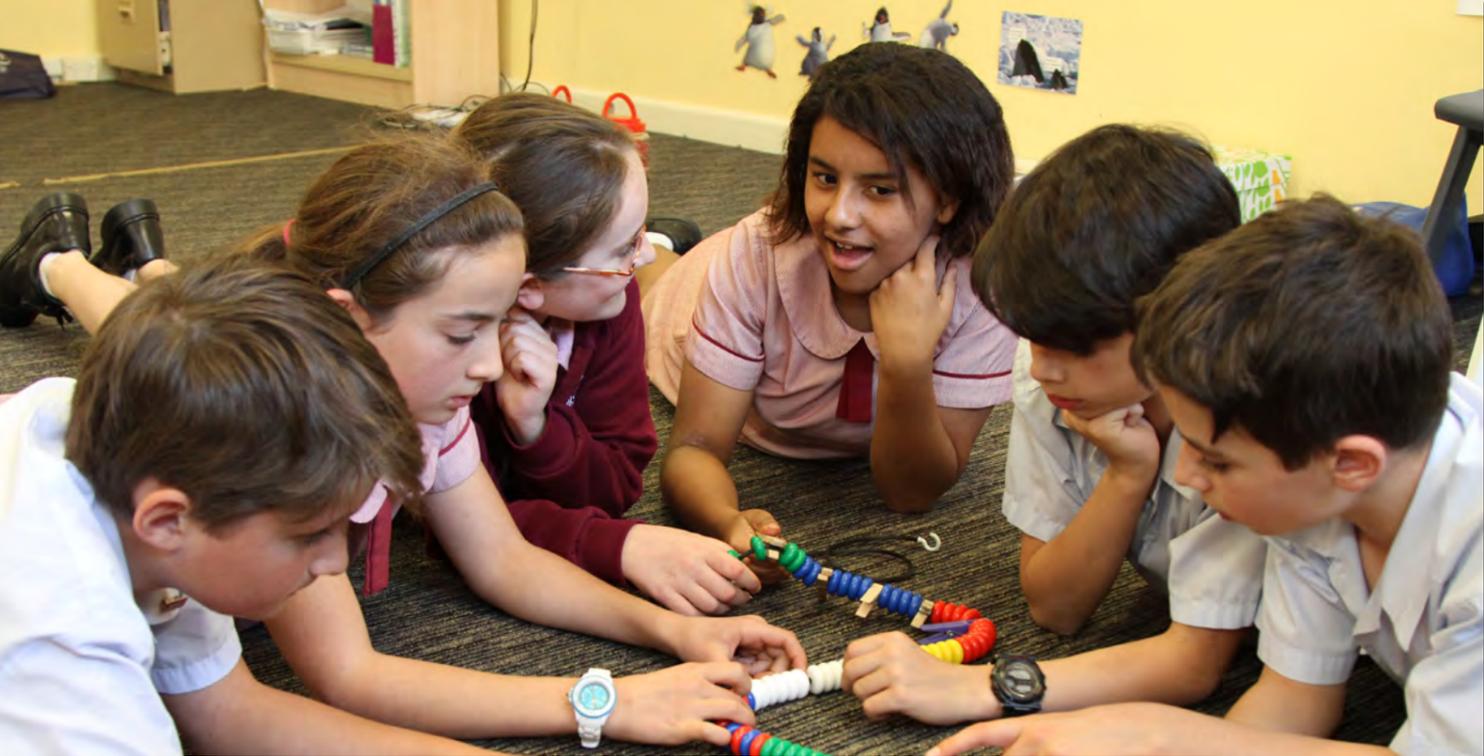
- Review the Australian Curriculum in collaboration with partners and stakeholders, evaluating the curriculum design and ensuring it meets the diverse needs of students and supports effective teaching and learning.

Assessment

- Shape the future of the National Assessment Program to meet evolving educational needs, improve the assessment experience and drive better student outcomes.

Reporting

- Reform national education reporting to improve the timing, relevance and clarity of educational data, and its impact on policy- and decision-making.



Partners and stakeholders

To deliver on its remit and contribute meaningfully to the national education agenda, ACARA will engage collaboratively with all levels of government and the broader education community.

ACARA's key partners and stakeholders include state and territory governments, the Australian Government, and non-government school sectors. They also include national education architecture partners such as the:



ACARA will also regularly consult with education sector bodies, professional associations, teacher unions, principal groups, classroom practitioners and parent organisations to ensure its work is informed by a wide range of perspectives.

These partnerships will support inclusive, nationally consistent curriculum, assessment and reporting initiatives that reflect the priorities of the Education Ministers Meeting (EMM) and improve outcomes for all Australian students.

Principles

ACARA is guided by the following principles in all aspects of its work.



National interest

ACARA's priorities are based on initiatives that are collectively agreed by the EMM, 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

ACARA delivers 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

ACARA ensures that 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 assures the EMM that ACARA's work is in the national interest.



Engagement

ACARA works 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. ACARA communicates effectively with and seeks input from the general public.

Accountability

ACARA is required to operate in accordance with the Act and this Charter.

In addition, ACARA will develop and submit to the EMM a rolling 4-year work plan and budget, and provide an annual report to the EMM detailing progress against the work plan.

In addition to the expectations set by this Charter, ACARA will also act in accordance with any written directions issued by the EMM, as provided for under section 7(1) of the Act.

The annual report will include a summary of activities undertaken during the financial year that relate to the Charter, in accordance with section 43(2)(a) of the Act and any other non-personal information required by the EMM under section 43(2)(b).

These mechanisms ensure transparency, oversight and alignment with ministerial expectations.



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Work plan

The 4-year work plan translates the strategic directions outlined in this Charter into action. It defines ACARA's major initiatives, timelines, deliverables and resource allocations over a rolling 4-year period.

Developed in close alignment with the priorities agreed by the Education Ministers Meeting (EMM), the work plan:

- articulates the scope of ACARA's work across curriculum, assessment and reporting
- provides a transparent basis for accountability, resourcing and governance
- ensures efficient and sequenced delivery of national education priorities.

The work plan is reviewed and endorsed by the EMM and serves as a living document that is periodically updated to reflect emerging educational needs, policy shifts and stakeholder feedback. It is the operational bridge between the Charter's strategic intent and ACARA's day-to-day delivery, ensuring the authority remains responsive, accountable and aligned with ministerial direction.

Schedule 1

In accordance with section 6(a) of the Act, ACARA is responsible for developing and administering curriculum content and achievement standards for the following learning areas and subjects:

Foundation to Year 10

→ English

→ Mathematics

→ Science

→ Humanities and Social Science (HASS)

- HASS F–6
 - History 7–10
 - Geography 7–10
 - Civics and Citizenship 7–10
 - Economics and Business 7–10
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→ The Arts

- Dance
 - Drama
 - Media Arts
 - Music
 - Visual Arts
-

→ Technologies

- Design and Technologies
 - Digital Technologies
-

→ Health and Physical Education

→ Languages

- Arabic
 - Auslan
 - Chinese
 - Classical Greek
 - Framework for Aboriginal Languages and Torres Strait Islander Languages
 - Framework for Classical Languages
 - French
 - German
 - Hindi
 - Indonesian
 - Italian
 - Japanese
 - Korean
 - Latin
 - Modern Greek
 - Spanish
 - Turkish
 - Vietnamese
-

→ Work Studies 9–10 (optional)

Years 11 to 12

→ English

- English
 - English as an Additional Language or Dialect
 - Essential English
 - Literature
-

→ Mathematics

- Essential Mathematics
 - General Mathematics
 - Mathematical Methods
 - Specialist Mathematics
-

→ Science

- Biology
 - Chemistry
 - Earth and Environmental Science
 - Physics
-

→ Humanities and Social Sciences

- Ancient History
- Geography
- Modern History

ACARA is also responsible for determining the alignment of alternative curriculum frameworks with the national curriculum.



acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

For more information visit
acara.edu.au

