

AC | Australian | NAP NATIONAL | My School®



ACARA's corporate plan 2019–20 covers the reporting periods of 2019-20 to 2022–23. 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 work plans and related budgets, endorsed by the Education Council. At the date of writing, ACARA's amendments to 2019–20 to 2020–21 activities and draft 2021–22 to 2022-23 work plan and budget are yet to be endorsed by the Education Council.1

¹This corporate plan is by necessity an interim plan, which will be updated later in 2019-20 as required, following the Education Council's consideration and endorsement of ACARA's 2019–20 to 2022–23 workplans and related budgets. 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.



From the chair

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 for 2019-20 to 2022-23. It is an ambitious, but achievable plan. Our aim across the four-year timeframe is to provide support to teachers, schools and education systems in fanning the flames of wonder in our children and young people while also preparing them for the diverse and challenging workforce of the future. The Australian Curriculum specifies the knowledge and skills we expect students to acquire; the National Assessment Program reveals whether students are learning what we want them to learn; and our reporting allows us to see where gain has been made so as to assist in the sharing of approaches and ideas nationally. Taken together, these provide a powerful mechanism for improving education for the benefit of all Australians.

Looking towards 2022–23, ACARA will continue to refine the curriculum to ensure it remains fit for purpose for all Australian students and provide resources to support its implementation. Within this period ACARA will complete, in collaboration with the Australian Institute for Teaching and School Leadership and Education Services Australia, the discovery phase for the Learning Progressions and Online Formative Assessment national initiative and progress any further work as directed by the Council of Australian Governments (COAG) Education Council.

The National Assessment Program gives educators, teachers and parents the means to periodically consider student and school performance against previous years' performance and national benchmarks. With the roll-out of NAPLAN Online continuing into 2019-2021 ACARA's full attention is turned towards working with related agencies, states and territories to complete the transition of Australian schools to NAPLAN Online as directed by the Education Council.

National reporting promotes engagement with school education by parents, governments and the community. It assists in decision-making to shape future student learning. As directed by the Education Council, the My School website will be improved as recommended by Professor William Louden's NAPLAN Reporting Review. The aim is for reporting to continue providing valuable and reliable information that is accessible to parents, educators and the broader community.



From the chair

In undertaking its key activities and working towards its targets, ACARA liaises with governments and non-government education sectors and other key stakeholders. This national collaboration supports 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.

I would like to thank the Board, ACARA's executive and staff for their dedication to ACARA's purposes as we work towards our mission of improving the learning of all young Australians through world-class school curriculum, assessment and reporting.

Ms Belinda Robinson FAICD

Chair, ACARA Board

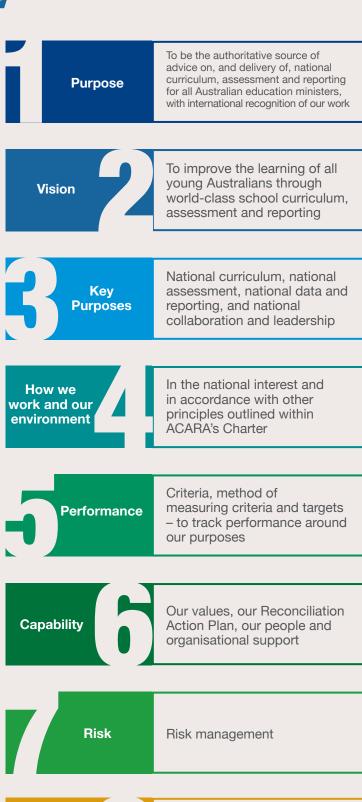


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Overview



Governance structure and

advisory structure

Governance

and advice



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

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 agreed by all education ministers in December 2008).



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

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 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 (NAP), National Assessment Program – Literacy and Numeracy (NAPLAN) and NAP Sample 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.

Setting directions

ACARA performs its purposes in accordance with directions given to it by the Education Council in writing, and in accordance with <u>ACARA's Charter</u>. 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 workplans and related budgets for endorsement by the Education Council in accordance with the Charter and any other directions by made by the Education Council.



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 2019-20, the Education Council will consider ACARA's revisions to its previously endorsed 2019–20 to 2020–21 plan of work followed by ACARA's 2021-22 to 2022-23 work plans. If substantive changes are required to ACARA's corporate plan following Education Council consideration, the 2019-20 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 in public reporting of related data.

During the four years ahead, ACARA will further enhance these areas in collaboration with government and non-government school authorities and other key stakeholders and all Australian governments to ensure:

- work is undertaken in collaboration with Education Services Australia and the Australian Institute for Teaching and School Leadership to complete the discovery phase for the learning progressions and online formative assessment national initiative as agreed by Education Council and progress any further work as directed by Council,
- a successful transition to online national assessment
- the curriculum is monitored and research referred to so as to inform future refinements of the Australian Curriculum and undertake development of any refinements as agreed by the Education Council
- improvements to school reporting information.

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 in addition to the Australian Institute of Teaching and School Leadership (AITSL) and Education Services Australia (ESA).

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

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.





Overview

This section of the corporate plan summarises how we plan to address our purposes over the quadrennium (2019–20 to 2022–23). The performance information is presented under each purpose – referring to what will be delivered, our key actions during 2019–20 to 2022–23, 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:

An asterisk (*) indicates where criterion and/or target has been revised subsequent to the publication of the 2018-19 to 2021-22 Corporate Plan and the 2019-20 Portfolio Budget Statements.



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 (PBS) 2019-20: Education and Training – ACARA Budget Statements – Outcome 1 Program 1.1, pages 79-80

Delivery Key actions Delivering the Foundation – Enhance and maintain the online functionality of, and quality of Year 10 and senior information and resources provided on, the Australian Curriculum secondary Australian website * Curriculum Develop and publish work samples, illustrations of practice, exemplars Strengthening assessment and other information to support teachers implementing the Australian of student learning of the Curriculum * Australian Curriculum through provision of · Complete, in collaboration with ESA and AITSL, the discovery phase student work samples, for the learning progressions and online formative assessment national NAP development and initiative and progress further work on a proof of concept, as agreed by data analysis the Education Council* Providing authoritative Undertake annual monitoring processes and research emerging curriculum advice to curriculum trends to inform advice to the Education Council on future stakeholders and improvements to the Australian Curriculum facilitating information-Undertake work towards the refinement of the Australian Curriculum as sharing, collaboration and support for the Australian agreed by the Education Council Curriculum Facilitate information sharing with, and provide expertise and advice · Monitoring the to, stakeholders and Commonwealth/state/territory departments of effectiveness of the education and non-government school authorities to support the Australian Curriculum implementation of the Australian Curriculum by collecting, analysing and reporting annually on feedback and undertaking research to inform national policy and practice



Performance criteria	PBS 2019–20 page No	Reporting period	Method	Target
Activities related to maintaining and enhancing the curriculum support resources available on, and the online functionality of, the Australian Curriculum website completed each year *	79	Annually	Feedback on teachers' needs for implementation support resources and the online functionality of the Australian Curriculum website collated through the annual monitoring process and consultation with jurisdictions and stakeholders	Implementation support activities captured within ACARA's annual workplan for ACARA Board, AESOC and the Education Council consideration and approval *
Activities related 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	80	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	The scope for refinement of the Australian Curriculum, (informed by analysis of monitoring, comparative and research activities 2016–17 to 2019–20) submitted to the Education Council for consideration by June 2020
Agreed refinements to the Australian Curriculum commenced	80	2020–21	Agreed refinement of the Australian Curriculum commenced in consultation with jurisdictions and stakeholders	Actions for refinements to the Australian Curriculum as agreed by the Education Council undertaken
Refinements to the Australian Curriculum in progress in collaboration with jurisdictions and stakeholders	80	2021–22	In line with agreed scope, refinement of the Australian Curriculum continues in consultation with jurisdictions and stakeholders	Actions for refinements to the Australian Curriculum as agreed by the Education Council undertaken
Refinements to the Australian Curriculum in progress in collaboration with jurisdictions and stakeholders	NA	2022–23	In line with agreed scope, refinement of the Australian Curriculum continues in consultation with jurisdictions and stakeholders	Actions for refinements to the Australian Curriculum as agreed by the Education Council undertaken



National assessment

provide a quality, comprehensive and cohesive suite of national assessments

Portfolio Budget Statements (PBS) 2019-20: Education and Training – ACARA Budget Statements – Outcome 1 Program 1.2, page 81

Delivery Key actions Researching, developing Annually deliver NAPLAN, transitioning from pen and paper to online and supporting activities assessment as agreed by Council required for online assessment Continue to monitor the implementation of NAPLAN Online in collaboration with Education Services Australia and all Australian governments to improve processes Managing the planning and development, and overseeing the delivery and | • Undertake work to inform advice and discussion around the national reporting for the National online assessment, such as writing assessment models and proficiency Assessment Program standards Literacy and Numeracy (NAPLAN), managing the Undertake research and develop advice on enhancements such as transition from pencil and innovative assessment items paper to online delivery Deliver the NAP sample assessments and reports as per the approved Managing the development NAP sample cycle * and overseeing the delivery of assessments and reporting for the National Assessment Program (NAP) sample assessments



National assessment: performance

Performance criteria	PBS 2019–20 page No	Reporting period	Method	Target
National Assessment Program (NAP) – NAPLAN and NAP sample assessments delivered	81	Annually	Government and non-government schools undertake NAP – NAPLAN and NAP sample assessments – as scheduled	ACARA's role in the delivery of NAP successfully undertaken (including NAPLAN Online, as determined by state and territory authorities) and related results reported *
NAP for Information and Communication Technology Literacy (ICTL) revised, relative to the Australian Curriculum: Digital Technologies and ICT General Capability. *	81	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	81	2020–21	Survey of stakeholders held during the reporting period. This survey will establish the baseline for future surveys relating to satisfaction with online assessment	Strong level of satisfaction with NAP online assessment recorded
Advice on NAP enhancements developed *	81	2021–22	Advice on NAP on agendas for the ACARA Board, AESOC and Education Council	Advice on NAP enhancements considered by the ACARA Board, AESOC and the Education Council by end of June 2022 *
Implementation of approved enhancements to NAPLAN	NA	2022–23	Enhancements agreed by the Education Council and being developed.	Approved and agreed enhancements implemented for NAPLAN 2023



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 (PBS) 2019-20: Education and Training – ACARA Budget Statements – Outcome 1 Program 1.3, pages 82-83

Delivery Key actions Monitoring and where · Enhance the My School website in accordance with any actions agreed necessary reviewing the to by the Education Council existing national key performance measures · Review, update and modify the Measurement Framework for Schooling for schools and produce in Australia, where appropriate, for the Education Council's a comprehensive and endorsement authoritative national report · Prepare content of the National Report on Schooling in Australia, and on schooling in Australia related to national key refresh and update the National Data Portal performance measures Provide data to jurisdictions, ACARA's reporting advisory groups and systems, and approved research applicants in accordance with agreed Managing the collection and quality assurance of protocols data and providing national school information Undertake a review of content and processes for all reports to ensure including through the comprehensiveness and enhanced user access, and implement My School website and agreed activities relating to the improvement of the presentation of continuing to work to data/information increase the accessibility of the website Managing the sharing and dissemination of data *



National data and reporting: performance

Performance criteria	PBS 2019–20 page No	Reporting period	Method	Target
The National Report on Schooling in Australia is published*	82	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 April with the most up-to-date available data, allowing public access to the various agreed national data sets for schooling*
Enhancements to My School considered and agreed to by the Education Council progressed	82	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 My School consulted on with key stakeholders and implemented as agreed
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	83	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
Level of stakeholder satisfaction with the My School website	83	2021–22	Survey of stakeholders held during the reporting period. This survey will establish the data basis for future surveys relating to satisfaction with <i>My School</i>	Strong level of satisfaction with the My School website recorded
The Measurement Framework for Schooling in Australia reviewed and updated, in consultation with stakeholders and advisory group	NA	2022–23	Measurement Framework for Schooling in Australia modified and updated in line with Education Council decisions, with a periodic review of the Measurement Framework in consultation with stakeholders and advisory groups undertaken in 2022-23*	Periodic review of the Measurement Framework for Schooling in Australia finalised and suggested modifications reviewed by the ACARA Board by end of June 2023



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 (PBS) 2019-20: Education and Training – ACARA Budget Statements – Outcome 1 Program 1.4, pages 83-8

Delivery Key actions

- 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, ESA and other stakeholder groups, and ensuring liaison with key stakeholders across all matters relating to curriculum, assessment and reporting
- 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

- Inform, strengthen and promote general community understanding of the significance of national curriculum, assessment and reporting processes
- · Lead national communications initiatives relating to NAPLAN Online
- Respond to agreed national curriculum, assessment, data and reporting policy, and provide timely, quality advice to AESOC and the Education Council
- Ensure all Education Council directives are undertaken in a timely manner
- Work in partnership with jurisdictions around the Education Council directions and provide quality advice that facilitates effective decision-making by AESOC / Education Council
- Maintain a system of review of ACARA's advisory structure to ensure it is fit for purpose
- Build on ACARA's reputation for world-class curriculum, assessment and reporting programs by supporting learning opportunities requested by international delegations



National collaboration and leadership: performance

	PBS			
Performance criteria	2019–20 page No	Reporting period	Method	Target
An advisory structure that is fit for purpose is in place	84	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, 2021 and 2023)
A transparent and timely reporting process and structure are maintained	84	Annually	Submissions to the ACARA Board and the 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	84	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





Our capability

Our values

Five values will uphold our work

- Respect
- Integrity
- Innovation

- Professionalism
- Commitment

Our Reconcilation 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.



Capability: performance

Performance criteria	PBS	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 and 2022- 23	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)	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 ISO 31000 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.

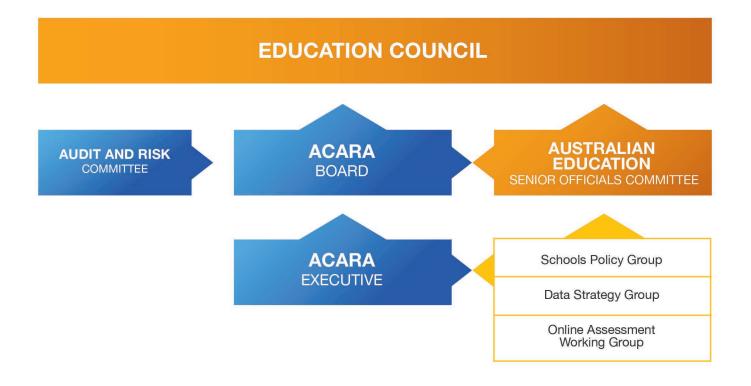


ACARA's Executive Leadership Team will:

- · 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
 - the identification and implementation of 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, compliance with laws and assess ACARA's approach to risk management.
- embed risk management processes into business as usual.



Our governance structure





Our advisory structure

AUDIT AND RISK COMMITTEE ACARA BOARD

ACARA EXECUTIVE

ACARA'S ADVISORY STRUCTURE

REFERENCE GROUPS

- National Assessment, Data, Analysis and Reporting (NADAR)
- F–12 Curriculum

ADVISORY GROUPS

- Aboriginal and Torres Strait Islander Advisory Group (ATSIAG)
- Students with Disability Advisory Group (SWDAG)
- Measurement Advisory Group (MAG)
- National Testing Working Group (NTWG)

SPECIALIST GROUPS

- Aboriginal and Torres Strait Islander Taskforce
- Online Accessibility Expert Advisory Group
- Research and Data Committee
- Finance Data Working Group
- Marking Quality Team
- General Capabilities and Career Education Project Advisory Group
- National Report on Schooling in Australia Working Group
- NAP sample assessment learning area working groups

INFORMATION-SHARING GROUPS

- Curriculum Directors Group
- National Peak Parents and Principals Group
- NAP National Communications Group
- Digital Technologies Implementation
- Design and Technologies Implementation
- Technologies Contacts (jurisdictions)



Snapshot of ACARA's targets 2019–20 to 2022–23

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	2019–20	2020–21	2021–22	2022 – 23
Implementation support activities for the Australian Curriculum captured within ACARA's annual workplan for ACARA Board, AESOC and Education Council consideration and approval	X	Х	Х	Х
The scope for refinement of the Australian Curriculum, (informed by analysis of monitoring, comparative and research activities 2016–17 to 2019–20) submitted to the Education Council for consideration by June 2020	Х			
Actions for refinements to the Australian Curriculum as agreed by the Education Council undertaken		X		
Actions for refinements to the Australian Curriculum as agreed by the Education Council undertaken			Х	
Actions for refinements to the Australian Curriculum as agreed by the Education Council undertaken				Х
ACARA's role in the delivery of The National Assessment Program (NAP) successfully undertaken (including NAPLAN online in 2020, as determined by state and territory authorities) and related results reported	Х	Х	X	Х
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	Х			
Strong level of satisfaction with NAP online assessment recorded		Х		
Advice on NAP enhancements considered by the ACARA Board, AESOC and the Education Council by end of June 2022			X	
Approved and agreed enhancements implemented for NAPLAN 2023				Х
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.	Х	Х	Х	Х

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Targets	2018–19	2019–20	2020–21	2021– 22
All enhancements to My School consulted on with key stakeholders and implemented as agreed	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		Х		
Strong level of satisfaction with the My School website recorded			Х	
Periodic review of the Measurement Framework for Schooling in Australia finalised and suggested modifications reviewed by the ACARA Board by end of June 2023				Х
Advisory structure published (strong level of satisfaction received as measured through surveys in 2019 and 2021)	X	X	Х	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	Х	Х	Х	Х
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	Х	Х	Х	Х
Staff turnover rate consistent with turnover and retention benchmarks	Х	Х	Х	Χ
Increase in level of Aboriginal and Torres Strait Islander employee	Х			
Strong level of staff satisfaction and/or engagement and strong ratings for effective leadership	Х		Х	



AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY



