Corporate plan

2023–24 to 2026–27

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Acknowledgement of Country

ACARA acknowledges the Traditional Owners and Custodians of Country and Place throughout Australia and their continuing connection to land, waters, sky and community. We pay our respects to them and their cultures, and 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.

From the Chair

On behalf of the Board of the Australian Curriculum, Assessment and Reporting Authority (ACARA), I am pleased to present ACARA's corporate plan for 2023–24 to 2026–27.

Our work over the coming years will continue to focus on improvements in the areas of national curriculum, assessment and reporting to support schools and teachers in achieving increased educational outcomes.

Following the 2022 endorsement and publication of the Australian Curriculum, Version 9.0, which is one of the few fully digitalised curricula in the world, our activities have shifted to supporting teachers, schools, and state and territory school authorities in the implementation of the updated national curriculum.

We are developing and delivering resources and materials that will help teachers to understand and implement the Version 9.0 curriculum. At the direction of education ministers, we are leading a new project to establish a national bank of optional assessments that will be developed from existing formative assessment resources held by New South Wales, Victoria and Queensland, and made available to teachers across Australia. We are also continuing our work on completing the final phase of the curriculum review with Languages being progressively released for public comment and updated during 2023 and 2024.

The National Assessment Program (NAP) is the means by which governments, education authorities and schools can determine whether young Australians are reaching important educational goals. The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are the only national assessments that all Australian children undertake, and they provide crucial insights into how education approaches are working and what areas can to be prioritised for improvement.

As the national curriculum continues its journey into the nation's schools and classrooms, NAPLAN has also entered a new era. It's now fully online, the test window has moved from May to March, and new proficiency standards for the reporting of NAPLAN results on a reset measurement scale that takes full advantage of the more precise online tests have been introduced.

These are the biggest changes to the NAP since its inception in 2008. They are ensuring that the valuable NAPLAN data will be available to teachers and schools earlier in the year to inform their teaching and learning programs. They are giving parents and carers a clearer understanding of how their child is progressing at school and a better opportunity to more easily identify if their child needs additional support in their schooling.

Further improvements to the NAP are also well progressed, with the NAP sample assessments for Years 6 and 10 being made available to all schools on an opt-in basis over the next 3 years. This starts with science literacy in 2024, civics and citizenship in 2025 and digital literacy in 2026. These opt-in assessments will help participating schools measure student achievement in these important areas of learning.

Consultation and collaboration are always at the centre of our work. We could not fulfil our vision and deliver our workplan without the close cooperation and backing of key education sector stakeholders such as our partner national education agencies, education and curriculum authorities, school sectors, teachers and peak representative bodies including parent groups.

The support of schools, teachers and test administration authorities, for instance, was essential to the successful delivery of the major NAPLAN improvements and will continue to be so in the future. Working closely with partner agencies, the Australian Institute for Teaching and School Leadership (AITSL) and the Australian Education Research Organisation (AERO), we are leading a key action of the National Teacher Workforce Action Plan in examining ways to support the implementation of the Australian Curriculum.

This program of national collaboration and consultation with key stakeholders underpins ACARA's commitment to improving the education of all young Australians through the provision of an Australian curriculum, an online national assessment program, and our valuable work relating to national data and reporting.

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 as we continue our important program of work into the years ahead.

Derek Scott
Chair, ACARA Board

Statement of preparation

ACARA's corporate plan 2023–24 covers the reporting periods of 2023–24 to 2026–27. 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* (the ACARA Act), which sets out ACARA's functions; ACARA's current Charter, agreed to by all ministers for education in December 2022, which provides ACARA's strategic directions; and ACARA's draft 2023–24 to 2026–27 work plan.

Content

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 education ministers, 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 Meeting

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
- pursue the national education agenda with jurisdictions, the non-government education sector and relevant stakeholders, and identify opportunities for reform.

Our priorities

- Implement the National Assessment Program – Literacy and Numeracy (NAPLAN) in Term 1, with results delivered earlier to schools, and improve the quality of the National Assessment Program (NAP), including successful implementation of opt-in tests in the NAP sample domains.
- Support a deep understanding of the Australian Curriculum for effective implementation, including through the development of work samples and other resources.
- Increase the usability and value of our data through an improved National Measurement Framework and enhanced reporting on schooling.
- Conduct, commission and disseminate research on curriculum, assessment and reporting.
- Strengthen our collaboration and engagement with all jurisdictions and stakeholders.
- Promote and lead informed public conversation on curriculum, assessment and reporting issues, and future directions for schooling in Australia.

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 to 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:** ACARA aims to deliver 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 aims to ensure 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:** 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 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 workplan at each meeting of the Audit, Risk and Finance Committee and the ACARA Board, and submits its progress report against its workplan to Education Ministers Meeting (EMM) at the end of the reporting 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/carers to see how students are progressing in literacy and numeracy – individually, as part of their school community, and against the following levels of achievement: Exceeding, Strong, Developing and Needs additional support.
- 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/carers and families, and for communities and governments.

Stakeholders

ACARA's key stakeholders include teachers, principals, parents/carers 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 rolled out as agreed by ministers
- the curriculum is supported, and future monitoring and refinements of the Australian Curriculum are undertaken in accordance with ministers' agreed directions
- improvements are made to school reporting information.

Funding

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

Implications of our environment

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

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.

Cooperation

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 for Teaching and School Leadership (AITSL), Australian Education Research Organisation (AERO) and Education Services Australia (ESA).

ACARA works in a transparent and collaborative manner with the Commonwealth and each state and territory department of education, as well as government and non-government school authorities to reach consensus on matters relating to national curriculum, assessment and reporting.

ACARA shares its proposals and activities with representatives of the Commonwealth and each state and territory department of education, as well as government and non-government school authorities, prior to seeking approval from education ministers.

In addition, ACARA shares its work with a range of advisory groups, enabling all stakeholders to provide input, and delivering consistent and structured opportunities for engagement.
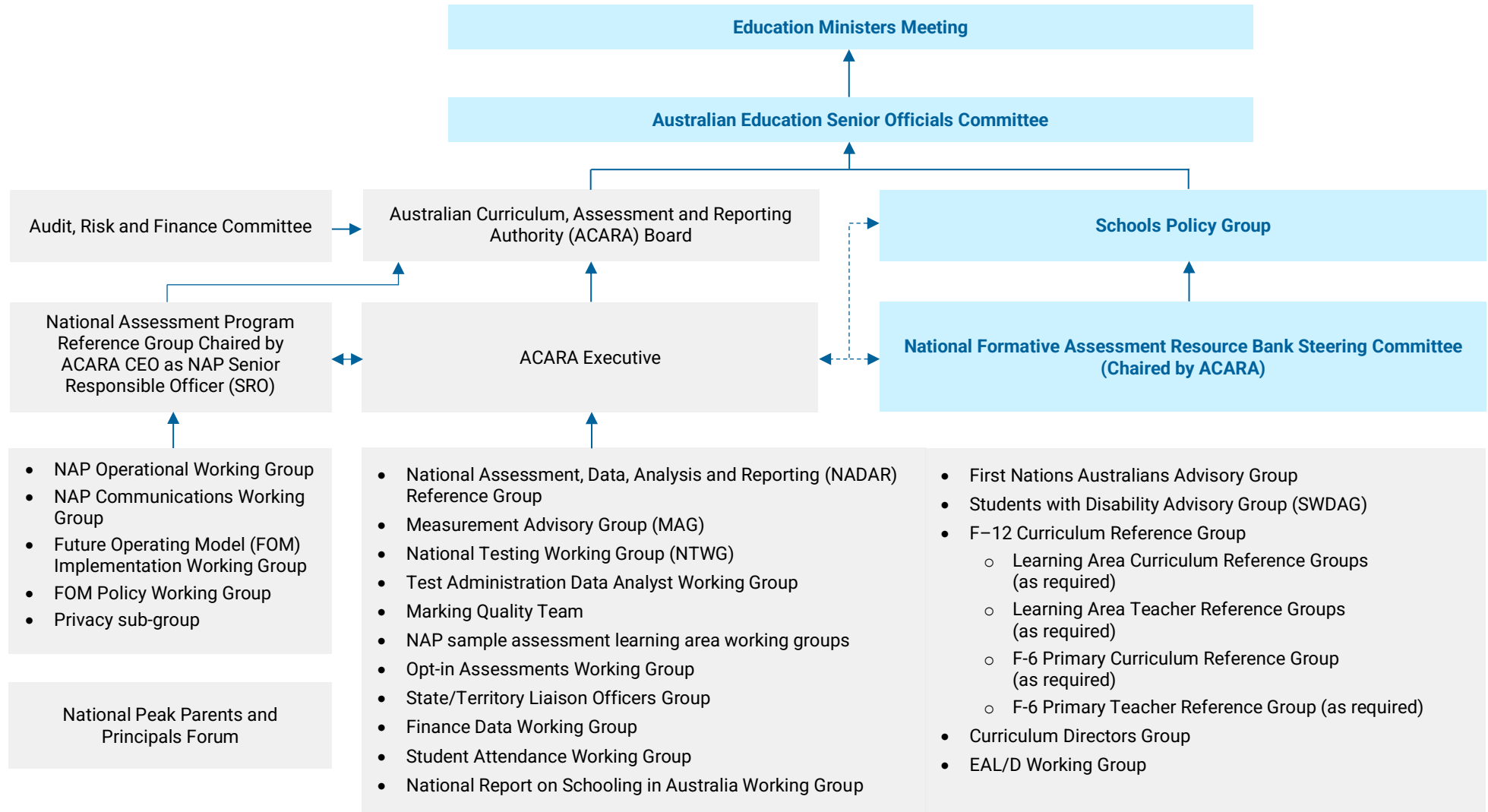
Our work relating to curriculum, assessment and reporting is enhanced by advice provided through the extensive cooperation and engagement undertaken.
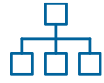
Our governance and advisory structure

ACARA's work is set by consensus of all 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.

Education Ministers Meeting

Australian Education Senior Officials Committee

Audit, Risk and Finance Committee

Australian Curriculum, Assessment and Reporting Authority (ACARA) Board

Schools Policy Group

National Assessment Program Reference Group Chaired by ACARA CEO as NAP Senior Responsible Officer (SRO)

ACARA Executive

National Formative Assessment Resource Bank Steering Committee (Chaired by ACARA)

- NAP Operational Working Group
- NAP Communications Working Group
- Future Operating Model (FOM) Implementation Working Group
- FOM Policy Working Group
- Privacy sub-group

National Peak Parents and Principals Forum

- National Assessment, Data, Analysis and Reporting (NADAR) Reference Group
- Measurement Advisory Group (MAG)
- National Testing Working Group (NTWG)
- Test Administration Data Analyst Working Group
- Marking Quality Team
- NAP sample assessment learning area working groups
- Opt-in Assessments Working Group
- State/Territory Liaison Officers Group
- Finance Data Working Group
- Student Attendance Working Group
- National Report on Schooling in Australia Working Group

- First Nations Australians Advisory Group
- Students with Disability Advisory Group (SWDAG)
- F–12 Curriculum Reference Group
  - Learning Area Curriculum Reference Groups (as required)
  - Learning Area Teacher Reference Groups (as required)
  - F-6 Primary Curriculum Reference Group (as required)
  - F-6 Primary Teacher Reference Group (as required)
- Curriculum Directors Group
- EAL/D Working Group

Our values and capability

Respect

+

Integrity

+

Commitment

+

Innovation

+

Professionalism

=

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 communications and engagement focus on providing timely communications that inform, increase understanding of ACARA's work and grow support among stakeholders for this work. ACARA engages with stakeholders in a way that builds trust, confidence and understanding, and gives stakeholders the opportunity to receive and understand information about ACARA and to provide input into ACARA's work.
- ACARA continues to optimise customer relationship management software for stakeholder management and engagement, and strengthens the stakeholder engagement capability of staff through engagement toolkits and resources (research, databases and procedures), mentoring and training opportunities.
- Communications and engagement strategies will continue to 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, and to support its effective operations and the delivery of its organisational outcomes.
- ACARA will continue to focus on various strategies, including:
  - maintaining an organisation-wide view of change initiatives to support prioritisation, align planning, proactively manage change impacts on employees and stakeholders, and increase the likelihood of successful change outcomes
  - integrating change management with ACARA's project management and risk management frameworks, and extend its consistent application across the organisation
  - developing and implementing change management plans to support multiple projects, as prioritised by the Executive Leadership Team.
  - guiding and supporting executive sponsors and managers to take an active role in leading change
  - developing change management tools and resources that are 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 emerging 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:

- ACARA's financial performance and reporting and its external financial statement responsibilities
- 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:
  - o maintaining a register that accurately captures and assesses risks and controls
  - o 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 and legislative compliance, and assess ACARA's approach to risk management
- embed risk management processes into business as usual.

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 *Work Health and Safety Act 2011*.
Stakeholders Ineffective engagement with stakeholders constrains collaboration, innovation and achievement of work plan objectives.	ACARA ensures effective stakeholder engagement through an advisory structure and information-sharing groups that support ACARA's governance structure. ACARA monitors the role, remit and membership of these groups to ensure they remain fit-for-purpose, particularly as programs evolve.
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.

Risk	Risk mitigations
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 Commonwealth information management legislation.
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 *Work Health and Safety Act 2011* 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 (WHS) Policy, WHS Management Plan and a Workplace Health and Safety Committee.

Our key activities and our performance

Overview

This section of the corporate plan summarises how we plan to address our purposes over the quadrennium (2023–24 to 2026–27).

Our performance information, approved by the ACARA Board in June 2023, 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 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/carers and students.

Revisions to performance measures

An asterisk (*) indicates where a criterion is new or has been revised since the publication of the 2022–23 to 2025–26 corporate plan.

Overall, new criteria and revisions have been made to better reflect directions made by education ministers and related expectations of jurisdictions around work to be undertaken by ACARA.

NATIONAL CURRICULUM
Key actions and performance measures: 2023–24 to 2026–27

- **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
• *Develop, update and maintain the Australian Curriculum and support its implementation.* • *Provide authoritative Australian Curriculum advice to stakeholders and facilitate information sharing, collaboration and support for the Australian Curriculum.* • *Monitor the effectiveness of the Australian Curriculum and undertake research to inform national policy and practice.*	• Finalise the development and review of content for the Languages curriculum. • 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. • Develop a monitoring and evaluation process to gather the necessary information to inform the next review of the Australian Curriculum • Begin a review of the Australian Curriculum in line with the review cycle process agreed by education ministers.

Performance criteria	Reported on in annual report:	How criteria will be measured	Performance target
A review cycle for the Australian Curriculum is developed. *	2023−24	Support from stakeholders on the proposed review cycle is recorded.	Australian Curriculum Review cycle frequency is approved by EMM.
The F−10 Australian Curriculum is reviewed in the remaining Languages subjects and frameworks in collaboration with jurisdictions, sectors and stakeholders.	2023−24	Feedback is collected from jurisdictions and stakeholders, and approval by education ministers is received following their consideration of the Languages subjects and frameworks.	F−10 Australian Curriculum in the remaining Languages subjects and frameworks is published on the Australian Curriculum, Version 9.0 website.
Australian Curriculum, Version 9.0 implementation support resources (including professional learning) that meet the needs of teachers are available through the Australian Curriculum, Version 9.0 website. *	2024−25 2026−27	Feedback from schools/teachers on support resources is received through a survey.	The initial 2024−25 survey results show at least 60% satisfaction level with support resources and results for 2026−27 show improvement on the 2024−25 survey results.
The number of users accessing the Australian Curriculum, Version 9.0 support resources increases. *	2024−25 2025−26 2026−27	The Australian Curriculum, Version 9.0 website analytics data shows more people accessing support resources.	The number of resources being accessed from the Australian Curriculum, Version 9.0 website shows annual growth.
Work samples for learning areas/subjects are made available on the Australian Curriculum, Version 9.0 website.	2025−26	Work samples for all learning areas are developed in liaison with key stakeholders and annotated on the Australian Curriculum, Version 9.0 website.	Work samples for all learning areas/subjects are published on the Australian Curriculum, Version 9.0 website.

NATIONAL ASSESSMENT
Key actions and performance measures: 2023−24 to 2026−27

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

Overarching work	Key actions
• *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.*	• Deliver the NAPLAN assessments and NAP sample assessments annually. • Report NAPLAN results using agreed proficiency standards and improve the presentation of NAPLAN results. • Finalise and implement agreed reforms to the NAP, such as a revised model for assessing writing and opt-in assessments for science literacy, digital literacy, and civics and citizenship. • Develop advice on the NAP future operating model to inform enhancements that improve experience for students and functionality for test administrators and schools. • Publish NAPLAN and NAP sample national results, and provide reports for individual schools opting in to NAP assessments.

Performance criteria	Reported on in annual report:	How criteria will be measured	Performance target
NAPLAN and NAP sample assessments are delivered as agreed by education ministers.	2023–24 2024–25 2025–26 2026–27	Jurisdictions accept respective results data.	National results for NAPLAN and NAP sample assessments are published.
Proficiency standards as agreed by education ministers are introduced for the first time through NAPLAN 2023 reports.	2023–24	Proficiency standards are reported on reset NAPLAN scale.	NAPLAN results for 2023 are reported against proficiency standards in NAPLAN reports.
An enhanced writing assessment model for NAPLAN, as agreed by education ministers, is implemented.	2024–25	Enhanced writing assessment model is introduced to NAPLAN.	Test administration authorities receive results from the enhanced writing model.
NAP opt-in tests are available for schools.	2024–25 2025–26 2026–27	Schools that choose to opt in can access opt-in assessments.	All schools that opt in to NAP assessments receive related reports.

NATIONAL DATA AND REPORTING
Key actions and performance measures: 2023−24 to 2026−27

- **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
• *Monitor and, where necessary, review the existing national key performance measures for schools, and produce a comprehensive and authoritative national report.* • *Manage the collection and quality assurance of data, and provide national school information, including through the My School website.* • *Manage the sharing and dissemination of data.*	• Undertake review and revision of the Measurement Framework for Schooling in Australia, in line with the revised National School Reform Agreement. • Review the format of national reports (National Report on Schooling in Australia, NAPLAN and NAP sample) by making greater use of online functionality to enhance the user experience. • Develop and implement any agreed new indicators on My School (e.g., proficiency standards as agreed by education ministers) and enhance the website in accordance with any actions agreed by education ministers. • Prepare content of the National Report on Schooling in Australia, and refresh and update the National Report on Schooling data portal. • Provide data to jurisdictions, ACARA's reporting advisory groups and systems, and approved research applicants in accordance with agreed protocols.

Performance criteria	Reported on in annual report:	How criteria will be measured	Performance target
Data relating to schooling in Australia is progressively published through the data portal. *	2023–24 2024–25 2025–26 2026–27	Regular updates to the data portal are evident through the publicly available data portal.	Data released on the data portal at least 3 times during the year, including a high-level commentary relating to the data being released.
Consultation with jurisdictions on the Measurement Framework for Schooling in Australia is undertaken.	2023–24	Discussions with jurisdictional representatives are held and feedback received.	Consultation on the Measurement Framework for Schooling in Australia is completed by end June 2024.
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.	Agreed revisions to ACARA reporting mechanisms commenced.
Level of stakeholder satisfaction with the My School website Is measured. *	2025–26	Website survey of users is conducted.	Stakeholder satisfaction with the My School website is at least 60%.

NATIONAL COLLABORATION AND LEADERSHIP
Key actions and performance measures: 2023–24 to 2026–27

- **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
• *Communicate information about ACARA's work and achievements to partners, stakeholders and the broader community.* • *Provide 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.*	• 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 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	Reported on in annual report:	How performance is measured	Targets
An advisory structure that is fit for purpose is in place.	2023–24 2025–26	Review of advisory structure is undertaken every 2 years. Survey of members is conducted in 2023 and 2025.	Survey of advisory group members in 2023–24 shows level of satisfaction is at least 60% with the 2025–26 survey showing improvement on the 2023–24 results.
ACARA maintains good quality stakeholder relationships.*	2023–24 2025–26	Survey of key stakeholders is undertaken every 2 years, conducted in 2023 and 2025.	Survey of stakeholders in 2023–24 shows level of satisfaction is at least 60% with the 2025–26 survey showing improvement on the 2023–24 results.
A transparent reporting process and structure are maintained.	2023–24 2024–25 2025–26 2026–27	Progress reports on the agendas of the ACARA Board and ACARA's Audit, Risk and Finance Committee meetings are distributed to education ministers.	Progress reports against the annual work plan are submitted at least 5 days in advance of each meeting of the ACARA Board and ACARA's Audit, Risk and Finance Committee, and submitted to education ministers before the end of September.

CAPABILITY AND RISK
Performance measures

Performance criteria – Capability	Reported on in annual report:	How performance is measured	Targets
Employees show improved level of satisfaction with the learning and development trainings provided.	2023–24 2025–26	Survey of staff is held during the reporting period.	Overall satisfaction with training and development is at least 70 %.
ACARA has a safe, adaptive and inclusive work culture. *	2023–24 2025–26	Survey of staff is held during the reporting period.	80% of staff view ACARA as having a positive work culture.
The correct systems are in place that support the organisation to work efficiently and effectively. *	2024–25 2026–27	An internal review of the People Strategy and ICT Strategy is conducted.	Revised strategies are published on internal site.

| Performance criteria – Risk oversight	Reported on in annual report:	How performance is measured	Targets
Risk management is integrated into business operations and risk capability/maturity — commensurate with the needs of the organisation — is achieved. *	2024–25 2026–27	Comcover risk management benchmarking survey is completed in 2023, 2025 and 2027.	The overall risk maturity and target state risk maturity for each of the 5 focus areas is achieved, in accordance with the 2023 and 2025 Comcover Risk Management Benchmarking Program.

A snapshot of all targets

Targets	Year target is reported on:			
	2023–24	2024–25	2025–26	2026–27
Australian Curriculum Review cycle frequency is approved by EMM.	x			
F–10 Australian Curriculum in the remaining Languages subjects and frameworks published on the Australian Curriculum, Version 9.0 website.	x			
The initial 2024–25 survey results show at least 60% satisfaction level with support resources and results for 2026–27 show improvement on the 2024–25 survey results.		x		x
The number of resources being accessed from the Australian Curriculum, Version 9.0 website shows annual growth		x	x	x
Work samples for all learning areas/subjects are published on Australian Curriculum, Version 9.0 website.			x	
National results for NAPLAN and NAP sample assessments are published.	x	x	x	x
NAPLAN results for 2023 are reported against proficiency standards in NAPLAN reports.	x			
Test administration authorities receive results from the enhanced writing model.		x		
All schools that opt in to NAP assessments receive related reports.		x	x	x
Data released on the data portal at least 3 times during the year, including a high-level commentary relating to the data being released.	x	x	x	x
Consultation on the Measurement Framework for Schooling in Australia is completed by end June 2024.	x			
Agreed revisions to ACARA reporting mechanisms commenced.		x		
Stakeholder satisfaction with the My School website is at least 60%.			x	

Targets	Year target is reported on:			
	2023–24	2024–25	2025–26	2026–27
Survey of advisory group members in 2023–24 shows level of satisfaction is at least 60% with the 2025–26 survey showing improvement on the 2023–24 results.	X		X	
Survey of stakeholders in 2023–24 shows level of satisfaction is at least 60% with the 2025–26 survey showing improvement on the 2023–24 results.	X		X	
Progress reports against the annual work plan are submitted at least 5 days in advance of each meeting of the ACARA Board and ACARA's Audit, Risk and Finance Committee, and submitted to education ministers before the end of September.	X	X	X	X
Overall satisfaction with training and development is at least at 70%.	X		X	
80% of staff view ACARA as having a positive work culture.	X		X	
Revised strategies published on internal site.		X		X
The overall risk maturity and target state risk maturity for each of the 5 focus areas is achieved, in accordance with the 2023 and 2025 Comcover Risk Management Benchmarking Program.		X		X
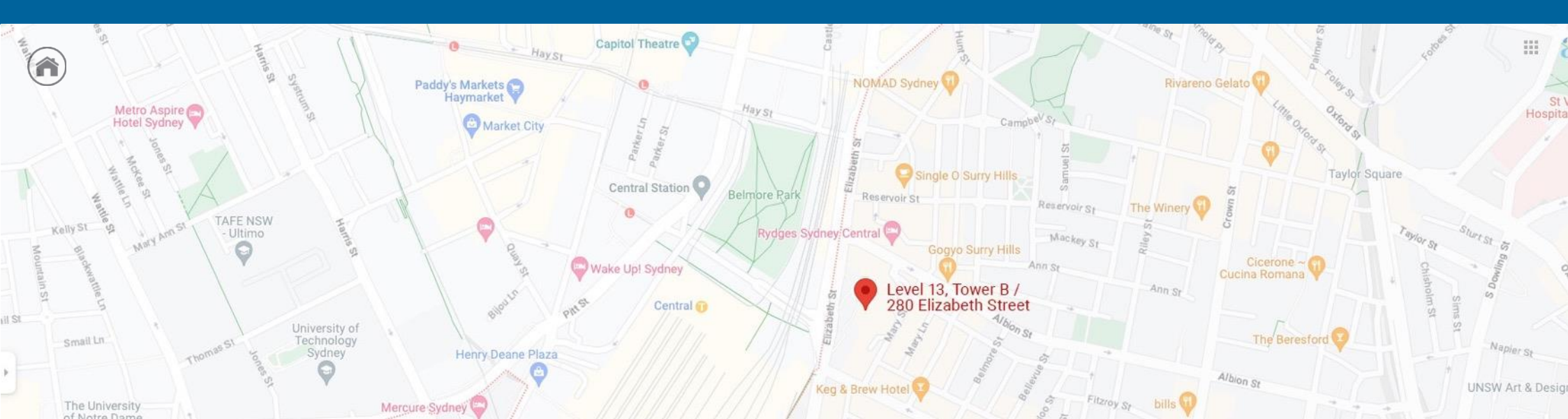
contact

🌐 **Our website**
www.acara.edu.au

📍 **Our address**
Level 13, Tower B,
280 Elizabeth Street
Sydney, NSW 2000

General enquiries

📞 1300 895 563 or 02 8098 3100

✉️ www.acara.edu.au/online-enquiry