

Australian Curriculum, Assessment  
and Reporting Authority

# Corporate Plan

2025–26 to 2028–29

**acara** AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY



## Acknowledgement of Country

The Australian Curriculum, Assessment and Reporting Authority (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

I am pleased to present ACARA's Corporate Plan for 2025–26 to 2028–29, outlining our strategic priorities and the work we will undertake over the next 4 years to support educational excellence across Australia.

This plan builds on our continued efforts to strengthen national education through evidence-based practice, stakeholder collaboration and a deep commitment to equity and excellence in Australian schooling. Over the past year, ACARA has maintained its focus on delivering high-quality national curriculum, assessments and data reporting, informed by consultation with our stakeholders.

In the years ahead, ACARA will draw on global best practice and leading Australian research to strengthen the foundation of our work. Our commitment to openness and adaptability positions us well to engage meaningfully with our diverse stakeholders, including Commonwealth, state and territory education departments, national education agencies, curriculum authorities, school leaders, teachers and education experts. Together, we aim to leverage collective insights, remove barriers and seize opportunities, with a clear focus on improving educational outcomes for young Australians. This vision continues to motivate our people and drive our work.

With National Assessment Program – Literacy and Numeracy (NAPLAN) proficiency standards now embedded and the National Assessment Program fully online, ACARA is preparing for the next phase: shaping the Future National Assessment program

in consultation with jurisdictions and stakeholders. This initiative will enhance the student experience and improve functionality for system and test administrators, as well as schools.

National data reporting remains a cornerstone of our work. ACARA will continue to publish nationally consistent data on schooling through the My School website and the National Report on Schooling in Australia. These platforms remain critical tools for transparency, public accountability and informed policymaking. The Measurement Framework for Schooling in Australia, including its key performance measures, continues to provide the basis for education ministers to report to the community on the performance of schooling and underpins the National Report on Schooling in Australia. As part of the Better and Fairer Schools Agreement, education ministers have commissioned a review of this framework to ensure it continues to meet current educational needs and priorities.

A central focus of our work is ensuring the Australian Curriculum is not only accessible but actively supports teachers. Our fully digital Australian Curriculum ensures accessibility for educators nationwide. It remains central to lifting educational standards, and ACARA will continue to provide comprehensive support across all learning areas. Ongoing enhancements to the Australian Curriculum website are designed to improve functionality and usability, meeting the real-time needs of educators and school systems. We are also expanding the suite of curriculum support

resources like work samples, illustrations of practice, and materials to support diverse learners, including those for whom English is an additional language or dialect.

Collaboration and consultation remain at the heart of our work. ACARA's success relies on genuine collaboration with education departments, national education partners, school leaders, teachers and parent/carer groups. These relationships ensure our work is nationally consistent, practically grounded and focused on the best outcomes for all students. Through these partnerships with stakeholders across the country, ACARA reaffirms its commitment to delivering a world-class curriculum, robust national assessments and transparent reporting systems that support the learning of all young Australians.

ACARA also continues to align its work to reflect the priorities of the Education Ministers Meeting (EMM), delivering timely and expert advice, reporting and solutions that support their shared vision for a better and fairer education system.

I would like to thank my colleagues on the ACARA Board, ACARA's leadership team and our dedicated staff for their unwavering commitment to delivering work of national significance that supports young Australians to thrive.

**Derek Scott**

Chair, ACARA Board

## Statement of preparation

ACARA's corporate plan 2025–26 covers the reporting periods of 2025–26 to 2028–29. 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 Charter, agreed to by all ministers for education in December 2022, which provides ACARA's strategic directions; and ACARA's draft 2025–26 to 2028–29 work plan.

At the time of publication, both ACARA's revised Charter and plan of work to be undertaken during the next quadrennium (2025–26 to 2028–29) had yet to be approved by education ministers.<sup>1</sup>

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<sup>1</sup> Once ACARA's revised Charter and work plan are approved by the Education Ministers Meeting, ACARA's 2025–26 corporate plan will be reviewed in line with ministerial resolutions. If significant amendments are required, the revised plan will be published in accordance with the PGPA Rule 2014 section 16E (6).





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## 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 through ACARA's Charter, ACARA's role is as follows.

### 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.



## How we work

ACARA is an independent statutory authority. It was established under section 5 of the 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*.

Directions made by education ministers inform ACARA's work plans and related budgets that are submitted to education ministers for approval.

ACARA reports its progress against its annual work plan at each meeting of ACARA's Audit, Risk and Finance Committee and the ACARA Board, and submits a progress report against its Charter to the Education Ministers Meeting (EMM) at the end of the reporting year.

### Context

ACARA operates within the national education architecture alongside its partner agencies: the [Australian Institute for Teaching and School Leadership](#) (AITSL), [Education Services Australia](#) (ESA) and the [Australian Education Research Organisation](#) (AERO).

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. ACARA, in liaison with jurisdictions and key stakeholders, will focus on future enhancements for delivery of assessments to improve experience for students and functionality for test administrators and schools.
- 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.

In summary, 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 fields.

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 our jurisdictional 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

As a national education agency, during the 4 years ahead ACARA will work to ensure a positive impact on the national education landscape. This will be achieved through close collaboration with government and non-government school authorities, the Australian Government and all other stakeholders on key matters. These include delivering on national policy initiatives arising from the Better and Fairer Schools Agreement that are directed to ACARA, developing a Future National Assessment program, improving national school reporting information, supporting the Australian Curriculum, and ensuring future monitoring and refinements of the Australian Curriculum are undertaken in accordance with education ministers' agreed directions.

ACARA plays an important role in working with government and non-government sectors across Australia to bring about national educational reforms to improve outcomes for all Australian school students. The availability and maintenance of the national curriculum, the continuation and enhancement of the program of national testing, and the improvement in public reporting of related data will provide benefits.

In undertaking our role, ACARA aims to always:

- successfully deliver the National Assessment Program (NAP) including the National Assessment Program – Literacy and Numeracy (NAPLAN) and enhance the assessment experience for students, schools and test administrators through leading work around the Future National Assessment program
- support a deep understanding of the progression of learning described in the Australian Curriculum to support student learning, through the development of high-quality resources, including work samples and illustrations of practice
- increase the usability and value of our data through enhanced reporting on schooling
- strengthen our collaboration and engagement with all jurisdictions and stakeholders
- promote and lead informed public conversation on curriculum, assessment and reporting issues.

## Implications of our environment

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.

Over the coming 4 years, ACARA will join its partners and stakeholders in meeting the need for ongoing support for teachers, providing meaningful and reliable data to inform decision-making and considering all aspects of artificial intelligence (AI) and its impacts on national school education.

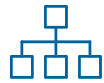
In meeting its directions and challenges into the future, ACARA will:

- 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.

## Funding

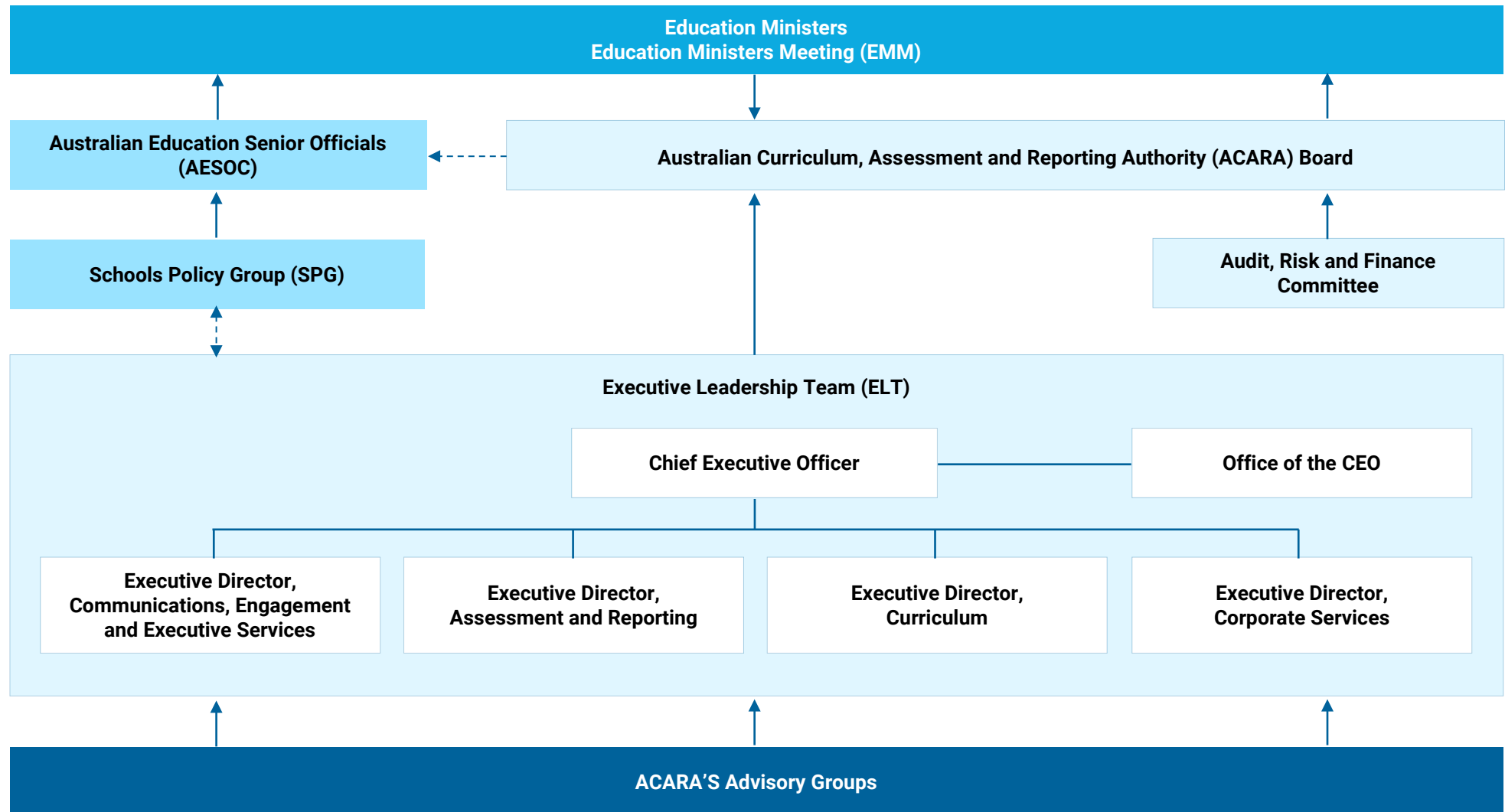
Funding for ACARA is allocated by states and territories and the Australian Government – with 50% of ACARA's funding provided by the Australian Government, and the other 50% provided by states and territories through the education ministers' agreed funding formula.





## Our 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 fields.





## Our values and capability

Respect  
+  
Integrity  
+  
Commitment  
+  
Innovation  
+  
Professionalism  
=  
Our Values





## Our capability

### People

ACARA will recruit, engage, develop and retain high-performing staff and will foster a positive, inclusive and agile work culture. Its people will reflect the diversity and dynamism of the education community and will have the values and capabilities 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 Charter and work plans.

This 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.

### Finance

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.

### 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 strengthen the stakeholder engagement capability of staff through engagement toolkits and resources, 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.

### Procurement

Achieving value for money is the core rule of both the Commonwealth Procurement Rules and procurement at ACARA. To achieve value for money, procurement at ACARA goes beyond just price; ACARA considers both financial and non-financial factors such as quality, suitability, risk and whole-of-life costs. To achieve value for money, ACARA's procurement processes promote competition, are fair and non-discriminatory, and match the size and needs of the business requirements. Value for money decisions are made in an accountable and transparent manner, with proper records maintained so that value for money can be demonstrated.



Key capabilities include:

- strategic sourcing and market analysis to drive competition and value
- strong commercial negotiation and contract management for value and risk control
- proactive risk management to support outcomes
- supplier relationship management to enhance value and innovation
- skilled workforce backed by effective systems and continuous development
- compliance with legislative and policy requirements ensuring probity
- use of performance metrics to drive ongoing improvement.

These capabilities ensure that procurement at ACARA supports effective resource management and achieves corporate objectives.

## Fraud and corruption control

ACARA has a low appetite for fraud and corruption. To this aim, ACARA maintains a fraud and corruption control framework that is aligned to legislative and policy standards including the *Commonwealth Fraud Control Framework 2024* and the *National Anti-Corruption Commission Act 2022*.

ACARA takes all reports of suspected fraud and corruption seriously, and investigates all allegations in the strictest of confidence. All staff at ACARA play a part in fraud and corruption control, including the identification and reporting of potential fraud and corruption.

**The ACARA Board and Audit, Risk and Finance Committee will:**

- approve ACARA's Fraud and Corruption Control Framework
- ensure strategies are in place to mitigate potential fraud and corruption
- monitor fraud and corruption compliance.

**ACARA's Executive Leadership Team will:**

- manage fraud and corruption risks and mitigation strategies
- display a strong commitment to ethical conduct and integrity
- promote a work environment where fraud and corruption control and prevention is everyone's responsibility
- ensure appropriate training for all staff.

**All staff at ACARA will:**

- comply with ACARA's fraud and corruption control framework
- be aware of behaviours that could result in fraud and corruption
- report any suspicion of fraud and corruption.

## 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 the following areas of technology strategy:

- enhancing and maintaining robust data governance
- driving contemporary digital channel strategy
- adopting best practice digital productivity practices and tools
- portfolio-based approach to technology project delivery, maximising public value.

Technology strategy areas will be supported by:

- developing and implementing an artificial intelligence (AI) framework and policies
- hardening of our systems and data against cybersecurity threats.

ACARA will apply best practice in global technology trends to collaborate across our business towards valuable outcomes that use innovative and cloud-first technology approaches, promote stakeholder experience-led digital design, and use AI where appropriate.



## 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 managing risk. These roles include 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 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 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 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
- develop and maintain a positive risk culture that promotes an open and proactive approach to managing risk through shared attitudes, values and behaviours
- assume day-to-day responsibility for managing risk, including:
  - maintaining a register that accurately captures and assesses risks and controls
  - identifying and implementing appropriate internal controls to ensure the integrity of financial and accounting information, prevent fraud and maintain compliance with the PGPA Act
- implement an annual internal audit plan to evaluate internal controls and legislative compliance, and assess ACARA's approach to managing risk
- embed risk management processes into business as usual.





# Key risks

Risk	Risk mitigations
<p><b>National curriculum, assessment and reporting delivery</b></p> <p>ACARA’s key curriculum programs, and assessment and reporting projects and services do not meet education ministers’ policy intent, or are not delivered on time or on budget.</p>	<p>ACARA’s forward work plans and budgets are approved by all education ministers. ACARA’s CEO is the Senior Responsible Officer for the National Assessment Program. ACARA has a framework of policies, procedures and guidance in place to support operational activities. Progress against the work plan is reported to the ACARA Board and education ministers.</p>
<p><b>People</b></p> <p>ACARA does not have the right people with the right skills and capabilities to deliver on education ministers’ key priorities.</p>	<p>ACARA’s People Strategy sets clear strategic people priorities and is a key enabler of our Strategic Plan. The priorities to attract and retain talent, develop talent, foster diversity and wellbeing, and enable our future workforce are aligned to ACARA’s values of respect, integrity, commitment, innovation and professionalism, and reflect commitment to the <i>Work Health and Safety Act 2011</i>.</p>
<p><b>Stakeholders</b></p> <p>Ineffective engagement with stakeholders constrains collaboration, innovation and achievement of work plan objectives.</p>	<p>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.</p>
<p><b>Information technology architecture</b></p> <p>ACARA’s Information Communication Technology (ICT) services, including capability and processes, do not adequately support the effective delivery of programs, projects and services.</p>	<p>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.</p>



Risk	Risk mitigations
<p><b>Information management</b></p> <p>ACARA's governance and management of information does not effectively protect data, assets and key payments.</p>	<p>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.</p>
<p><b>Authorising environment</b></p> <p>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.</p>	<p>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.</p>
<p><b>Work health and safety</b></p> <p>An at fault or avoidable incident occurs at an ACARA workplace that threatens the health and/or safety of staff or visitors.</p>	<p>ACARA is committed to complying with the <i>Work Health and Safety Act 2011</i> and providing a workplace that enables all work activities to be carried out in a healthy and safe environment. ACARA maintains a Workplace Health and Safety (WHS) Policy, WHS Management Plan, and a Health and Safety Committee.</p>



## Our key activities and our performance

### Overview

This section of the corporate plan summarises how we plan to address our purposes over the quadrennium (2025–26 to 2028–29).

Our performance information, considered by ACARA's Audit, Risk and Finance Committee and approved by the ACARA Board in August 2025, 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 kept in check is set out in terms of performance criteria, the method for measuring achievement for each criterion and related targets.

ACARA's performance measures are in the main informed by the expectations of all government and non-government authorities and schools. We are dedicated to working with our stakeholders to deliver outcomes that benefit all Australian schools, principals, teachers, parents/carers and students.

### Revisions to performance measures

An asterisk (\*) indicates where a criterion/year is new or has been revised since the publication of the 2024–25 to 2027–28 corporate plan. Overall, revisions have been made to better reflect directions made by education ministers and related expectations of jurisdictions around work to be undertaken by ACARA and when.

### Revised Charter and work plan

ACARA's Charter and its 2025–26 to 2028–29 work plan are in the process of being considered by government and non-government school sectors in advance of their submission to the Education Ministers Meeting seeking approval. This corporate plan is therefore an interim plan that will be reviewed in line with ministerial resolutions. If significant amendments are required, the revised plan will be published in accordance with the PGPA Rule 2014 section 16E (6).



## NATIONAL CURRICULUM

Key actions and performance measures: 2025–26 to 2028–29

**Provide a world-class curriculum from Foundation to Year 12 in specified learning areas agreed to by the Education Ministers Meeting.**

### Key actions

- Maintain and enhance the online functionality and quality of information and resources on the Australian Curriculum website, and maintain the Version 8.4 website until all jurisdictions are implementing the Australian Curriculum.
- Develop and publish high-quality resources and other information to support teachers to understand the content of and implement the Australian Curriculum.
- 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 with 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.





Overarching activity	Performance criteria	Year reported on	How criteria will be measured	Performance target
Develop, update and maintain the Australian Curriculum and support its implementation.	The number of users accessing the Australian Curriculum information and support resources increases.	2025–26 2026–27 2027–28 2028–29	The Australian Curriculum website analytics data shows more people accessing information and support resources.	The information and number of support resources being accessed from the Australian Curriculum website shows annual growth.
	Australian Curriculum website users report that the website is useful in supporting curriculum implementation.	2025–26 2026–27 2027–28 2028–29	Teachers and school leaders provide in-session feedback in focus groups.	Teachers and school leaders indicate at least 70% satisfaction with the usefulness of the Australian Curriculum website.
	Work samples for learning areas and subjects are made available on the Australian Curriculum website.	2025–26	Work samples for all learning areas are published and tallied.	The number of work samples available for each learning area shows an increase from the previous year.
Provide authoritative Australian Curriculum advice to stakeholders, and facilitate information sharing, collaboration and support for the Australian Curriculum.	Schools and teachers are satisfied with the Australian Curriculum support resources that are available through the Australian Curriculum website.*	2025–26 2026–27 2027–28 2028–29	Feedback from schools and teachers on support resources is received through a survey.	There is a 65% or above satisfaction level with support resources available through the Australian Curriculum website.
Monitor the effectiveness of the Australian Curriculum and undertake research to inform national policy and practice.	The Australian Curriculum monitoring process is implemented annually.*	2026–27 2027–28 2028–29	Distribution of monitoring information to key stakeholders is evident.	Data received from the monitoring process is shared with key stakeholders before the end of each year.



## NATIONAL ASSESSMENT

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

### Key actions

- Deliver NAPLAN and NAP sample assessments annually.
  - Publish NAPLAN and NAP sample national results, and provide reports for individual schools opting in to NAP assessments.
  - Report NAPLAN results using agreed proficiency standards and improve the presentation of NAPLAN results.
  - Continue the implementation and further refinement of NAP opt-in assessments with the introduction of digital literacy in addition to civics and citizenship, and science literacy.
  - Lead the Future National Assessment program to enhance the assessment experience for students and functionality for system administrators, test administrators and schools.
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Overarching work	Performance criteria	Reported on in annual report:	How criteria will be measured	Performance target
Manage the planning development, delivery and reporting of the National Assessment Program (NAP).	NAPLAN and NAP sample assessments are delivered as agreed by education ministers.	2025–26 2026–27 2027–28 2028–29	Jurisdictions accept respective results data.	National results are published 4 months from the end of the NAPLAN test window and 12 months from the end of the NAP sample test window.*
Implement National Assessment Program (NAP) reforms.	NAP Opt-in tests are available for schools.	2025–26 2026–27 2027–28 2028–29	Schools that choose to opt in can access available opt-in assessments and reports.	All schools that opt in to NAP assessments are provided with access to related reports within 10 weeks of the end of the assessment test window.*
Research, develop and support activities required for high-quality assessments.	NAP Indigenous Cultural Intellectual Property (ICIP) protocols are implemented.*	2026–27 2027–28	Partnerships with First Nations authors are established and texts are developed across all NAPLAN year levels.	At least 12 reading stimulus texts are developed in collaboration with First Nations authors and/or knowledge holders, with all permissions obtained.



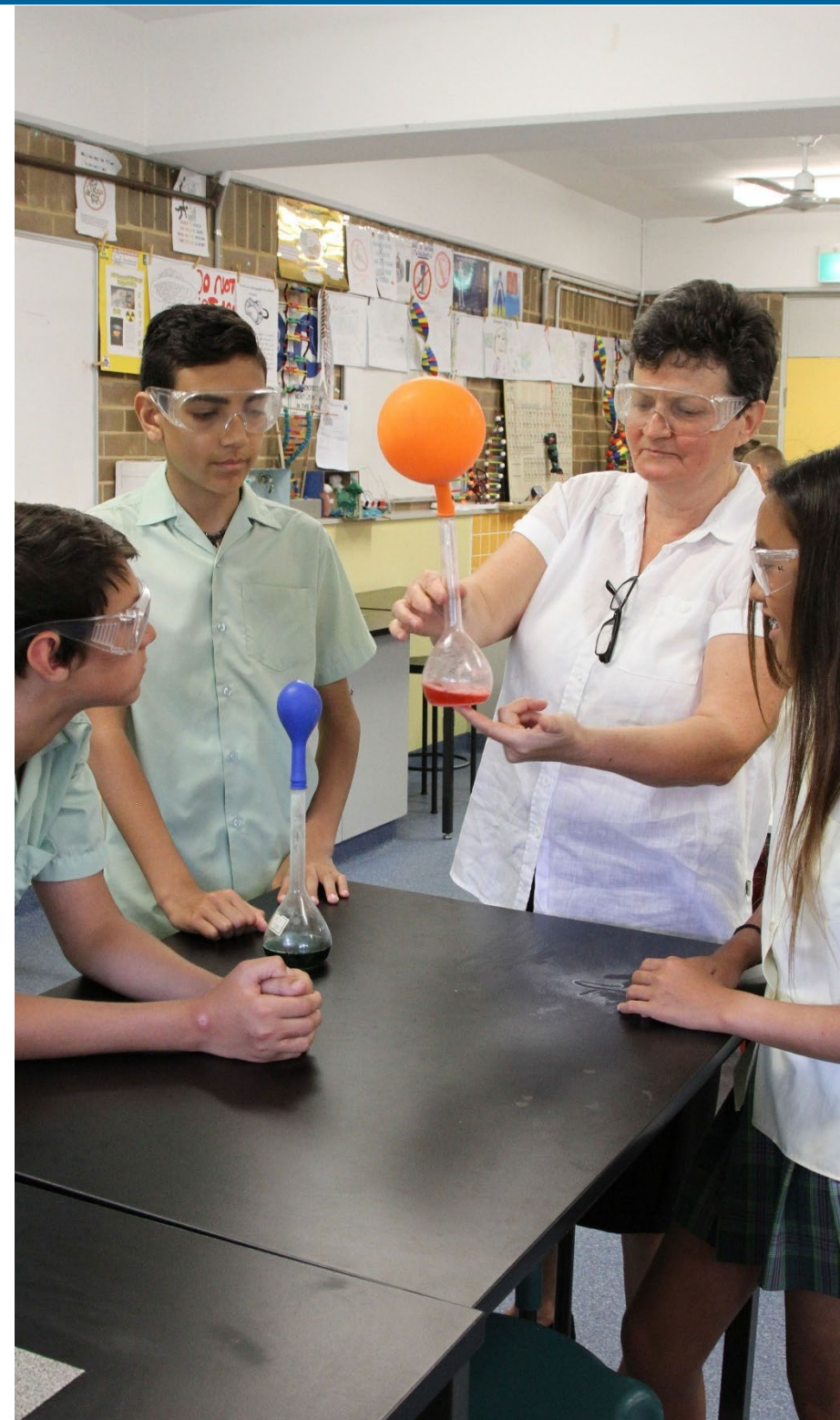


## NATIONAL DATA AND REPORTING

- 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.

### Key actions

- Undertake review and revision of the Measurement Framework for Schooling in Australia, taking into consideration the Better and Fairer Schools Agreement.
- Review the format of national reports (National Report on Schooling in Australia, NAPLAN national report and NAP sample public reports) by making greater use of online functionality to enhance the user experience.
- Develop and implement any agreed new indicators on My School and enhance the website in accordance with any actions agreed by education ministers.
- Prepare and publish 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.





Overarching activities	Performance criteria	Year reported on	How criteria will be measured	Performance target
Manage the collection and quality assurance of data, and provide national school information, including through the My School website.	Stakeholder satisfaction with the My School website is positive.	2025–26 2026–27 2027–28 2028–29	Website survey of users is conducted.	Stakeholder satisfaction with the My School website is at least 60%.
Monitor and, where necessary, review the existing national key performance measures for schools, and produce a comprehensive and authoritative national report.	Data relating to schooling in Australia is progressively published through the data portal.	2025–26 2026–27 2027–28 2028–29	Regular updates to the data portal are evident through the publicly available data portal.	Data is released on the data portal at least 3 times during the year, including a high-level commentary relating to the data being released.
Research, develop and support activities required for high-quality assessments.	Consultation with jurisdictions on the Measurement Framework for Schooling in Australia is undertaken.*	2025–26	Discussions with jurisdictional representatives are held and feedback received.	Consultation on the Measurement Framework for Schooling in Australia is completed by end of June 2026 and implemented by end of June 2028.



## 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.

### Key actions

- Lead national communications and engagement relating to the F–10 Australian Curriculum, 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.



Overarching activity	Performance criteria	Year reported on	How criteria will be measured	Performance target
Provide national leadership in curriculum, assessment, data collection and reporting directly and in collaboration with jurisdictions and partner agencies.	An advisory structure that is fit for purpose is in place.	2025–26 2027–28	Review of advisory structure is undertaken every 2 years. Survey of members is conducted in 2025 and 2027.	Survey of advisory group members in 2025–26 shows level of satisfaction is at least 60%, with the 2027–28 survey showing improvement on the 2025–26 results.
	ACARA maintains good quality stakeholder relationships.	2025–26 2027–28	Survey of key stakeholders is undertaken every 2 years, conducted in 2025 and 2027.	Survey of stakeholders in 2025–26 shows level of satisfaction is at least 60%, with the 2027–28 survey showing improvement on the 2025–26 results.
Communicate information about ACARA's work and achievements to partners, stakeholders and the broader community.	A transparent reporting process and structure are maintained.	2025–26 2026–27 2027–28 2028–29	Progress reports on the agendas of the ACARA Board and ACARA's Audit, Risk and Finance Committee meetings and an annual report are distributed to education ministers.	Progress reports against ACARA's annual work plan are submitted to 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	Year reported on:	How performance is measured	Targets
The correct systems are in place that support the organisation to work efficiently and effectively.	2026–27 2028–29	An internal review of the People Strategy and ICT Strategy is conducted.	Revised People Strategy and ICT Strategy are published on internal site.
Employees show improved level of satisfaction with the learning and career development solutions provided.	2025–26 2028–29	Survey of staff is held during the reporting period.	Overall satisfaction with learning and career development is at least 70%.
ACARA has a safe, adaptive and inclusive work culture.	2025–26 2028–29	Survey of staff is held during the reporting period.	80% of staff view ACARA as having a positive work culture.
Risk management is integrated into business operations and risk capability/maturity – commensurate with the needs of the organisation – is achieved.	2026–27 2028–29	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 4 of 5 focus areas is achieved, in accordance with the 2025 and 2027 Comcover Risk Management Benchmarking Program.

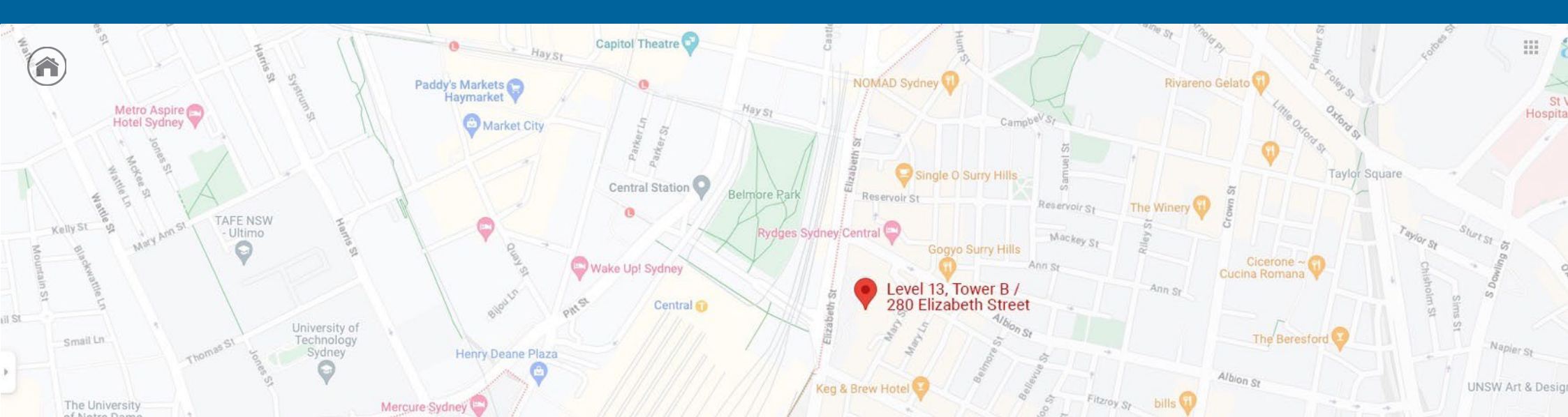


## A snapshot of all targets

Targets	Year target is reported on:			
	2025–26	2026–27	2027–28	2028–29
The information and number of support resources being accessed from the Australian Curriculum website shows annual growth.	X	X	X	X
Teachers and school leaders indicate at least 70% satisfaction with the usefulness of the Australian Curriculum website.	X	X	X	X
The number of work samples available for each learning area shows an increase from the previous year.	X	X		
There is a 65% or above satisfaction level with support resources available through the Australian Curriculum website.	X	X	X	X
Data received from the monitoring process is shared with key stakeholders before the end of each year.		X	X	X
National results are published 4 months from the end of the NAPLAN test window and 12 months from the end of the NAP sample test window.	X	X	X	X
All schools that opt in to NAP assessments are provided with access to related reports within 10 weeks of the end of the assessment test window.	X	X	X	X
At least 12 Reading stimulus texts are developed in collaboration with First Nations authors and/or knowledge holders, with all permissions obtained.		X	X	
Stakeholder satisfaction with the My School website is at least 60%.	X	X	X	X
Data is 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



Targets	Year target is reported on:			
	2025–26	2026–27	2027–28	2028–29
Consultation on the Measurement Framework for Schooling in Australia is completed by end of June 2026 and implemented by end of June 2028.	X		X	
90% of requests for data are responded to within 2 working days.		X	X	X
Survey of advisory group members in 2025–26 shows level of satisfaction is at least 60%, with the 2027–28 survey showing improvement on the 2025–26 results.	X		X	
Survey of stakeholders in 2025–26 shows level of satisfaction is at least 60%, with the 2027–28 survey showing improvement on the 2025–26 results.	X		X	
Progress reports against ACARA's annual work plan are submitted to 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
Revised People Strategy and ICT Strategy are published on internal site.		X		X
Overall satisfaction with learning and career development is at least 70%.	X			X
80% of staff view ACARA as having a positive work culture.	X			X
The overall risk maturity and target state risk maturity for each of the 4 of 5 focus areas is achieved, in accordance with the 2025 and 2027 Comcover Risk Management Benchmarking Program.		X		X



# contact



## Our website

[www.acara.edu.au](http://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](http://www.acara.edu.au/online-enquiry)