



Corporate Plan

2026–27 to 2029–30

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's commitment to reconciliation through meaningful engagement with First Nations Australian Peoples. Our aim is to turn good intentions into real actions, rising to the challenge of reconciling Australia.

ACARA is focused on embedding reconciliation across all areas of the organisation, ensuring reconciliation priorities remain aligned to ACARA's Charter and its program of work.

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

Statement of preparation

ACARA's Corporate Plan 2026–27 covers the reporting periods of 2026–27 to 2029–30. 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](#) (which provides ACARA's strategic directions agreed to by all education ministers February 2026); and ACARA's 2026–27 to 2029–30 work plan.

At the time of publication, ACARA's revisions to its plan of work to be undertaken during the next quadrennium had yet to be approved by education ministers.¹



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¹ Once ACARA's 2026–27 to 2029–30 work plan is approved by the Education Ministers Meeting, ACARA's 2026–27 Corporate Plan will be reviewed to ensure alignment with ministerial resolutions. If significant amendments are required, a revised Corporate Plan will be published in accordance with the PGPA Rule 2014 section 16E (6).

From the Chair



As Chair of the Australian Curriculum, Assessment and Reporting Authority (ACARA) and on behalf of the Board as the accountable authority, I am pleased to present ACARA's 2026–27 to 2029–30 Corporate Plan.

This 4-year plan will see ACARA enter a rapidly evolving education landscape that presents opportunities and challenges through technological change, emerging workforce needs, growing expectations for educational excellence, and the diverse needs of young learners. During this time, we anticipate education ministers will make decisions around a proposal to establish a Teaching and Learning Commission, which will impact on ACARA as an organisation. Nevertheless, ACARA is prepared and well positioned to work with jurisdictions to meet a shifting environment. Guided by a refreshed Charter approved by education ministers in February 2026, ACARA will continue progressing its core activities while improving the delivery of national curriculum, assessment and reporting.

In the years ahead, ACARA has a key role in ensuring that it remains contemporary and relevant in responding to its strategic directions as set by its Charter and as outlined in its 2026–27 to 2029–30 Corporate Plan. The Corporate Plan also presents a clear framework for how we will deliver on our work and contribute to improved educational outcomes. Evident throughout is our ongoing commitment to supporting high-quality, equitable and informed education for all young Australians.

Integral to ACARA's work is the support we give schools and teachers. With this cohort in mind, ACARA will focus on building on the support resources we have available on the Australian Curriculum website. We will ensure we enhance the value and usability of national assessments and related reports, and the provision of data, improving the ways in which educational information is shared. In undertaking all that we do, we will continue to work collaboratively with jurisdictions, school sectors, educators and other key stakeholders to meet all the tasks ahead.

Important to the next quadrennium and beyond will be our work in relation to embarking on a review of the Australian Curriculum, in accordance with education ministers' agreement at the end of 2024 that reviews of the Australian Curriculum involving all dimensions of the curriculum will be done every 10 years. At the 17 October 2025 Education Ministers Meeting, the criteria for an iterative review were approved. The first of these to be undertaken – an iterative review of Foundation to Year 2 Mathematics and an iterative review of the Australian Curriculum to support a rejection of all forms of antisemitism and develop an understanding and expression of Australian values – are to be completed in 2026–27.

This Corporate Plan reflects ACARA's commitment to continuous improvement in relation to national assessment through work such as conducting research and development to enhance the student experience and the quality of information collected through the national assessment program, and continuing to improve utility and accessibility of online assessments for all students. We will collaborate with jurisdictions and key stakeholders in ensuring that data is promptly delivered, informative and in line with nationally agreed policies around reporting of school education data.

ACARA does not work in isolation. Any new indicators or displays for national reporting, any modifications to the program of national assessment or any revisions to the Australian Curriculum will all be considered by a range of related experts and advisory groups, and a governance structure that ensures both government and non-government voices are heard in advance of seeking ministerial approval of our work.

Importantly, our success depends on maintaining the confidence of the Australian community in the integrity, quality and transparency of our work. To this end, we will continue to invest in robust governance, decision-making, innovation and organisational capability to ensure we meet the expectations of governments and the broader community.

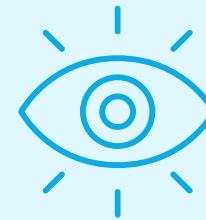
On behalf of the Board, I thank our staff, partners and stakeholders for their ongoing dedication and collaboration. Together, we will continue to advance ACARA's mission and deliver lasting value for students, educators and the Australian community.

Derek Scott
Chair



Table of contents

Our vision and purpose	05
Key activities	06
How we work	07
Accountability	08
Our environment	09
Our structure	11
Our values	12
Our capability	13
Our oversight of risk	15
Our performance	17
Performance measures: 2026–27 to 2029–30	18
Appendix 1: summary of targets	23
Contact	26



Our **vision**

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



Our **purpose**

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

Key activities

Guided by our vision and purpose, ACARA will pursue 10 agreed strategic directions (our key activities), structured across its legislated functions.

These key activities relate to ACARA's core work to be undertaken and its reform activities and were approved by the Education Ministers Meeting in February 2026.

ACARA's 7 **core activities** reflect the year-on-year work that ACARA is required to undertake to meet all previously agreed expectations relating to the national curriculum, assessment and national reporting of data.

Reform activities allow for a focus on the enhancements or modifications needed to ensure national curriculum, assessment and reporting matters are fit for the future of school education in Australia. They build on and improve ACARA's core activities, such as revising the Australian Curriculum and considering the future of national assessment in collaboration with stakeholders.



Key core activities

Curriculum

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

Assessment

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

Reporting

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



Key reform activities

Curriculum

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

Assessment

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

Reporting

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



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 assures 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.

Accountability

ACARA operates in accordance with the PGPA Act, the ACARA Act and its 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](#).

Under its Charter, ACARA is required to develop and submit to education ministers for approval a rolling 4-year work plan and budget and provide an annual report to ministers detailing progress against the annual work plan.

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

ACARA also reports its progress against its annual work plan at each meeting of ACARA's Audit, Risk and Finance Committee and the ACARA Board.

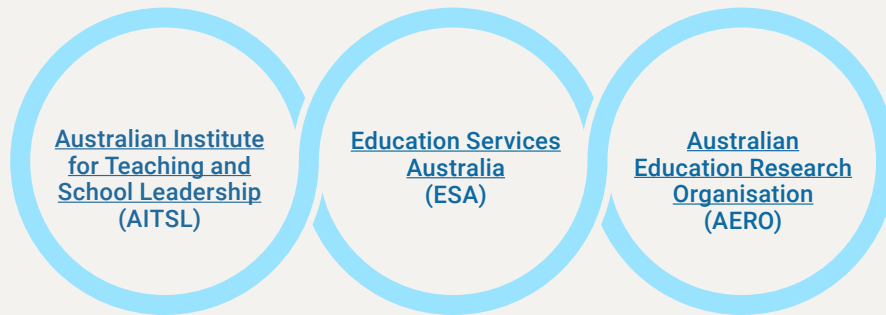
As well as adhering to the expectations set by its Charter, ACARA acts in accordance with any written directions issued by the EMM, as provided for under section 7(1) of the ACARA Act.

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

Our environment

Context

ACARA undertakes its activities within the national education architecture alongside its partner agencies:



ACARA maintains a transparent and collaborative focus in all its work with federal, state and territory departments of education, as well as government and non-government school authorities.

In addition, 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.

ACARA's key stakeholders include teachers, principals, parents and carers, 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.

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.

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

- making the Australian Curriculum be 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.
- ensuring 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.
- considering new digital technologies that 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.
- promoting accountability and engagement in school education through public reporting. Provision of quality information on schooling is important for schools and their students, for parents and carers and families, and for communities and governments.



Image credit: Getty Images

National education landscape and ACARA's impact

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 key matters 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 of national assessment
- 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:

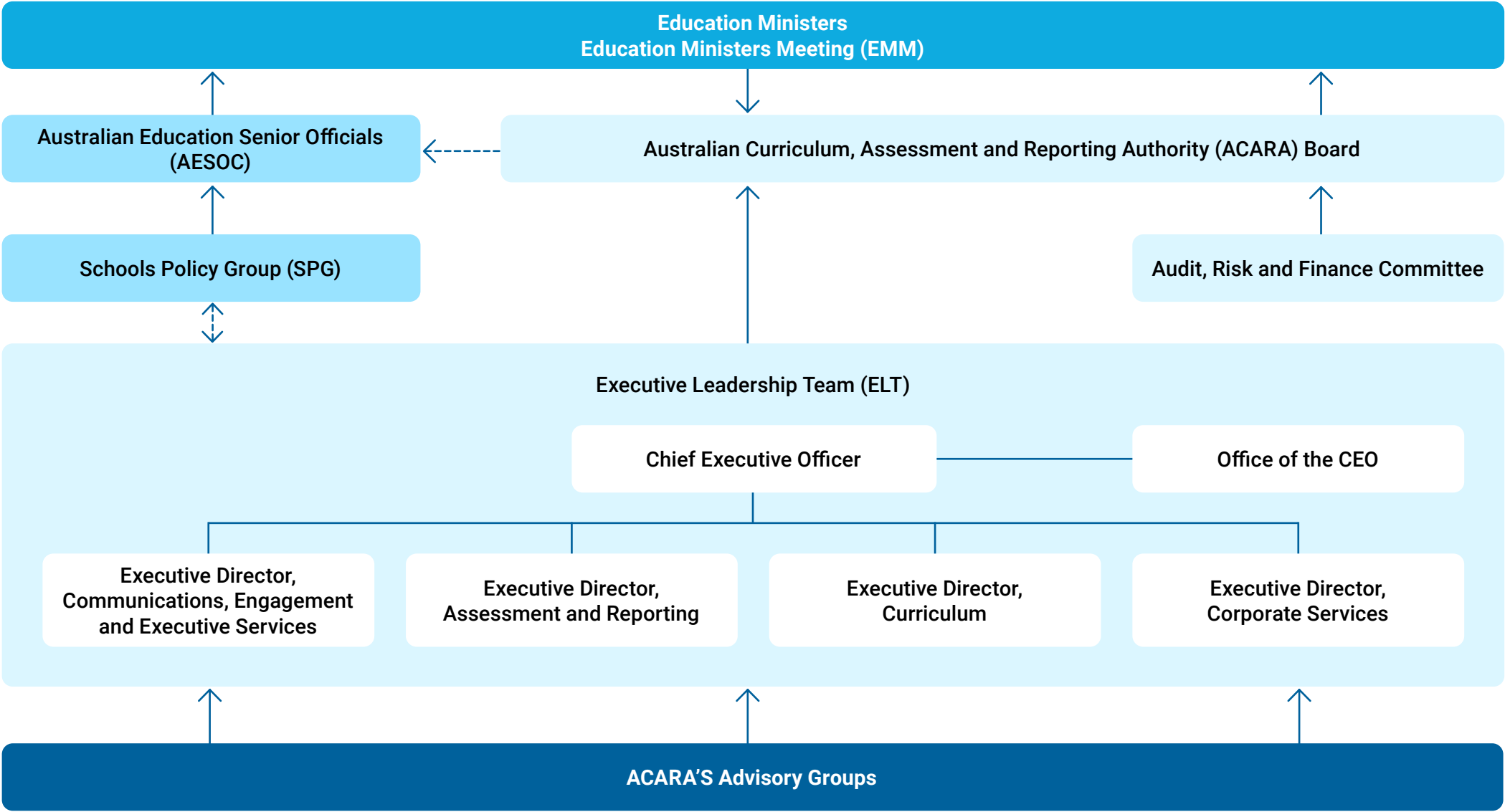
- collaborate with government and non-government school sector authorities on all aspects of its work to deliver improved learning outcomes for students
- meet agreed timelines relating to national policy initiatives, and present quality reports and papers to assist in related decision-making
- improve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

Respect

We value each other and what we bring to ACARA's work, recognising and accepting our diverse backgrounds, and different points of view.



Integrity

We are honest, ethical and fair in all our dealings with one another, our stakeholders and our partners in the community.



Commitment

We believe in the work we do and its power to make a difference.



Innovation

We value innovation and curiosity and are open to new ideas and approaches.



Professionalism

We strive at all times to maintain the highest standards of work, to deal with one another sensitively, and to respect the various principles and protocols around our work.



Our capability

People

ACARA attracts, engages, develops and retains a capable, adaptable and high-performing workforce, while fostering a positive, inclusive collaborative and agile workplace culture. Our people reflect the diversity of the Australian education community and have the values, capabilities and leadership required to deliver ACARA's current responsibilities and support the future strategic direction.

The People Strategy establishes clear, strategic workforce priorities and outcomes that support ACARA's strategic objectives as per our Charter and operational needs. The strategy is regularly reviewed to ensure it remains contemporary, responsive and aligned to organisational priorities, workforce expectations and the changing education environment.

This strategy is designed to strengthen organisational capability and leadership, foster a positive, respectful and supportive workplace culture, support employee development, career growth and wellbeing, and enable high organisational performance, collaboration and continuous improvement across the organisation.

ACARA will continue to participate in a biennial climate (engagement) survey, to better understand the employee experiences, organisational culture and opportunities for improvement. Employees are encouraged to provide feedback and participate in the development of actions, to support engagement and continuous improvement across the organisation.

Technology

ACARA will continue to support 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, and
- employing a portfolio-based approach to technology project delivery.

These activities will be supported by:

- the development and implementation of an artificial intelligence (AI) framework and associated policies
- hardening of 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.

Finance

ACARA is committed to financial sustainability and sound financial governance. Effective budget management ensures 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, based on corporate priorities and pre-determined deliverables.

ACARA has a commitment to the continuous improvement and ongoing 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 financial management practices to remain robust and to 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.

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 areas of focus in ACARA's procurement framework 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 features ensure that procurement at ACARA continues to support effective resource management and facilitate the delivery of corporate objectives.

Fraud and corruption control

ACARA maintains a fraud and corruption control framework that is aligned to legislative and policy standards including the Commonwealth Fraud and Corruption 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:

- 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:

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

All staff at ACARA:

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



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Communications and engagement

Communication and engagement with our stakeholders are at the centre of all our work. ACARA's communications and engagement activities focus on providing timely communications that inform, increase understanding of ACARA's work, and grow support among partners and stakeholders for ACARA's work. ACARA engages with partners and stakeholders in a way that builds trust, confidence and understanding. ACARA listens to stakeholders to ensure that their perspectives shape our work and enable us to make informed decisions.

Our key programs and projects are supported with bespoke communications and engagement strategies to guide their delivery against ACARA's Charter and work plan, supporting improvement in the learning of all young Australians.

ACARA continues to strengthen the communications and engagement capability of staff through toolkits, resources and development opportunities.

Our oversight of risk

ACARA maintains a risk management framework consistent with the International Risk Management Standard (ISO 31000) and the Commonwealth Risk Management Framework. 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.

The ACARA Board:

- defines ACARA's approach to risk management, including how this approach supports the achievement of strategic objectives
- sets ACARA's risk appetite
- reviews ACARA's risk registers regularly to ensure they capture the key risks facing ACARA
- ensures appropriate strategies are in place to manage risks.

The Audit, Risk and Finance Committee reviews and provides 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:

- implements the risk management framework and develops and maintains a positive risk culture that promotes an open and proactive approach to managing risk through shared attitudes, values and behaviours
- assumes day-to-day responsibility for managing risk, including:
 - maintaining a register that accurately captures and assesses risks and controls and reporting to the Audit, Risk and Finance Committee and the ACARA Board of relevant new risks, and/or a reduction in the effectiveness of mitigation strategies
 - identifying and implementing appropriate internal controls to ensure the integrity of financial and accounting information, prevent fraud and maintain compliance with the PGPA Act
- implements an annual internal audit plan to evaluate internal controls and legislative compliance, assesses ACARA's approach to managing risk and embeds risk management processes into business as usual.

ACARA's Management and Staff:

- manage risks that are applicable to their area and report to their Executive any relevant new risks, and/or a reduction in the effectiveness of mitigation strategies and, if requested, provide advice to risk owners on the effectiveness of risk controls and treatment action plans.

Key risks

Risk	Risk mitigations
National curriculum, assessment and reporting delivery 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.	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.
People ACARA does not have the right people with the right skills and capabilities to deliver on education ministers' key priorities.	ACARA's People Strategy sets clear strategic people priorities and is a key enabler of our Strategic Plan. The priorities to attract and retain talent, develop talent, foster diversity and wellbeing, and enable our future workforce are aligned to ACARA's values of respect, integrity, commitment, innovation and professionalism, and reflect commitment to the <i>Work Health and Safety Act 2011</i> .
Stakeholders Ineffective engagement with stakeholders constrains collaboration, innovation and achievement of work plan objectives.	ACARA 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.
Information management ACARA's governance and management of information do 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 incident occurs at an ACARA workplace that threatens the health and/or safety of staff or visitors.	ACARA is committed to complying with the <i>Work Health and Safety Act 2011</i> and providing a workplace that enables all work activities to be carried out in a healthy and safe environment. ACARA maintains a Workplace Health and Safety (WHS) Policy, WHS Management Plan, and a Health and Safety Committee.

Our performance

Overview

This section of the Corporate Plan summarises how we plan to address our purpose and related overarching key activities over the quadrennium (2026–27 to 2029–30).

Our performance information, considered by ACARA's Audit, Risk and Finance Committee and approved by the ACARA Board in August 2026, is presented in line with each key activity – referring to related core and reform work.

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 with the year that each target will be reported on through ACARA's Annual Report.

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

Revisions to performance measures

An asterisk (*) indicates where a criterion and related target is new or has been revised since the publication of the 2025–26 to 2028–29 Corporate Plan. Overall, revisions have been made to better align with ACARA's Charter and 4-year work plan approved by Education Ministers in February 2026.

Directions from ministers

This Corporate Plan reflects current directions to ACARA by education ministers through the Education Ministers Meeting. If significant amendments to the Corporate Plan as a result of any new directions or changes to ACARA's work as agreed by education ministers, the revised plan will be published in accordance with the PGPA Rule 2014 section 16E (6).



Performance measures: 2026–27 to 2029–30

National Curriculum

Key Activities	Performance criteria	Year reported on	How criteria will be measured	Performance targets
KA-A: Create and publish high-quality, accessible and relevant resources that respond to changing needs, to support teachers to implement the Australian Curriculum.	The number of users accessing the Australian Curriculum information and support resources increases.	2026–27 2027–28 2028–29 2029–30	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 year-on-year growth.
	Teachers are satisfied with the Australian Curriculum support resources that are available through the Australian Curriculum website.	2026–27 2027–28 2028–29 2029–30	Feedback is collected through surveys of Australian Curriculum website users.	At least 65% of surveyed users report satisfaction with the quality, accessibility and relevance of Australian Curriculum support resources.
KA-B: Evaluate and monitor the implementation of the Australian Curriculum.	The Australian Curriculum monitoring process is implemented annually, and yields valid data and information to share with stakeholders.	2026–27 2027–28 2028–29 2029–30	An annual report on monitoring is published following collecting, analysing and synthesising data and information from monitoring and researching activities.	Data and information received from the monitoring process is shared with key stakeholders.
KA-C: Research curriculum and curriculum development processes nationally and internationally to inform future iterations of the Australian Curriculum.	Literature review, cross-country and national comparison in relation to curriculum structure and curriculum development processes and international benchmarking are undertaken.*	2029–30	Reports on cross-country and national comparison and international benchmarking are developed.	A cross-country and national comparative report that considers the curriculum structure and curriculum development processes from at least 3 other countries is produced, and an international benchmarking report is developed.
KA-D: Review the Australian Curriculum in collaboration with partners and stakeholders, evaluating the curriculum design and ensuring it meets the diverse needs of students and supports effective teaching and learning.	An iterative review of the Australian Curriculum: F–2 Mathematics and a focused review of the Australian Curriculum: Antisemitism and Australian values are completed.*	2026–27	Approved revisions to the Australian Curriculum are published on the Australian Curriculum website.	Revisions to the Australian Curriculum following an iterative review of the Australian Curriculum: F–2 Mathematics and a focussed review of the Australian Curriculum: Antisemitism and Australian values are approved by education ministers by the end of December 2026.
	The terms of reference for the review of the Australian Curriculum are developed in collaboration with jurisdictions.*	2028–29	The terms of reference for the review of the Australian Curriculum are presented to and endorsed by key stakeholders.	The terms of reference for the review of the Australian Curriculum are approved by education ministers and published.

Performance measures: 2026–27 to 2029–30

National Assessment

Key Activities	Performance criteria	Year reported on	How criteria will be measured	Performance targets
KA-E: Deliver a program of national assessment as agreed to by education ministers.	NAPLAN and NAP sample assessments are delivered as agreed by education ministers.	2026–27 2027–28 2028–29 2029–30	Jurisdictions accept respective results data.	National results are published no more than 5 months from the end of the NAPLAN test window and 12 months from the end of the NAP sample test window.
	NAP Opt-in assessments are available for schools.	2026–27 2027–28 2028–29 2029–30	Schools that choose to opt in can access available opt-in assessments and reports.	All schools that opt in to NAP assessments are given access to related reports within 10 weeks of the end of the test window.
KA-F: Conduct research and development to continuously improve student experience and the quality of information collected through delivery of the National Assessment Program (NAP).	NAP Indigenous Cultural Intellectual Property (ICIP) protocols are implemented.	2026–27 2027–28	Partnerships with First Nations Australian 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.
KA-G: Shape the future of the National Assessment Program to meet evolving educational needs, improve the assessment experience and drive better student outcomes.	Proposals relating to the future of the National Assessment Program that are in line with policy settings agreed to by education ministers are developed in liaison with stakeholders.*	2029–30	Proposals relating to the future of the national assessment program are endorsed by stakeholders.	Proposals for the future of the National Assessment Program are developed in line with policy settings agreed to by education ministers and approved by education ministers.
	A governance structure is in place to support ACARA's role in shaping the future delivery of the National Assessment Program.*	2026–27 2028–29	The governance structure is revised every 2 years and shared with key stakeholders and endorsed.	A governance structure to support ACARA's input into shaping the future of the National Assessment Program is submitted to the ACARA Board for approval every 2 years.

Performance measures: 2026–27 to 2029–30

National Reporting

Key Activities	Performance criteria	Year reported on	How criteria will be measured	Performance targets
KA-H: Deliver the National Report on Schooling in Australia to inform national education policy and measure progress against key performance indicators reflected in the Measurement Framework for Schooling in Australia.	Data relating to schooling in Australia is progressively published through the data portal.	2026–27 2027–28 2028–29 2029–30	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.
KA-I: Deliver transparent, nationally consistent school data through My School to support informed decision-making and accountability.	Data is published on My School by the agreed release date with a high degree of accuracy.*	2026–27 2027–28 2028–29 2029–30	Schedule of publication and data revisions is evident.	Data is released in December each year with no more than 1% of data corrected by the February release.
KA-J: Reform national education reporting to improve the timing, relevance and clarity of educational data, and its impact on policy and decision-making.	Commitment to ongoing improvement of data collection and reporting is evident.*	2026–27 2027–28 2028–29 2029–30	Proposals for significant enhancements to national reporting are shared with and endorsed by key stakeholders.	At least one proposal referring to an enhancement to national reporting is formally submitted to AESOC and education ministers for consideration each year.



Enabling activities

Supporting the organisation in delivering its work and meeting legislative requirements

- Lead national communications and engagement for key projects relating to the National Assessment Program, the Australian Curriculum, and ACARA's data and reporting.
- Liaise and collaborate with partner agencies and key stakeholders through communications and engagement initiatives for key projects.
- Ensure a biennial measurement of key stakeholders' perceptions of ACARA and its work is undertaken and ensure regular meetings are held with ACARA's National Peak Parents' group and National Peak Principals' group
- Ensure the delivery of timely and quality advice and reports relating to curriculum, assessment and reporting matters for consideration by the ACARA Board, AESOC and EMM, and their related working groups, as required.
- Implement First Nations Essential Learning for all staff and ensure staff regularly undertake all other requisite learning modules.
- Ensure biennial reviews of ACARA's ICT Strategy and People Strategy are undertaken, with new versions implemented.
- Undertake all matters relating to Australian Government processes such as attendance at Senate Estimates and responding to questions on notice, responding to inquiries, publishing a Corporate Plan, and accurately reporting on ACARA's operations through ACARA's Annual Report.

Enabling activities

Performance criteria	Year reported on	How performance is measured	Targets
Consistent, high-quality engagement with ACARA's National Peak Principals Group and National Peak Parents Group to support ACARA's work plan is delivered.*	2026–27 2027–28 2028–29 2029–30	Meeting agendas are evident and reflect priorities in line with ACARA's work plan and those of the relevant stakeholder group.	ACARA delivers 3 structured engagement rounds with ACARA's National Peak Principals Group and National Peak Parents Group each year, based on executive priorities.
A transparent reporting process and structure are maintained.	2026–27 2027–28 2028–29 2029–30	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.
National communications and engagement activities for key projects relating to the National Assessment Program, the Australian Curriculum, and ACARA's data and reporting are led and delivered.*	2026–27 2027–28 2028–29 2029–30	A communications and engagement strategy for key ACARA programs and projects is implemented, and an annual media impact report is submitted to the ACARA Board.	More than 60% of media coverage is positive / very positive, as reported in ACARA's annual media impact report.
The correct people practices are in place that support the organisation to work efficiently and effectively.	2027–28	An internal review of the People Strategy is conducted.	Revised People Strategy is published on internal site.
The correct systems are in place that support the organisation to work efficiently and effectively.	2026–27 2029–30	An internal review of the ICT Strategy is conducted.	Revised ICT Strategy is published on internal site.
ACARA has a safe, adaptive and inclusive work culture.	2027–28	Survey of staff is held during the reporting period.	Responses to the ACARA Climate Survey show scores of at least 75% for employee engagement and wellbeing.
Risk management is integrated into business operations and risk capability/maturity – commensurate with the needs of the organisation – is achieved.	2027–28 2029–30	Comcover Risk Management Benchmarking survey is completed in 2027 and 2029.	An overall risk maturity and target state risk maturity of level 4 for each of the 5 focus areas, in accordance with the Comcover Risk Management Benchmarking Program.

Appendix 1: summary of targets

Key core activities

	Performance targets	Year reported on
KA-A: Create and publish high-quality, accessible and relevant resources that respond to changing needs, to support teachers to implement the Australian Curriculum.	The information and number of support resources being accessed from the Australian Curriculum website shows year-on-year growth.	Annually
	At least 65% of surveyed users report satisfaction with the quality, accessibility and relevance of Australian Curriculum support resources.	Annually
KA-B: Evaluate and monitor the implementation of the Australian Curriculum.	Data and information received from the monitoring process is shared with key stakeholders.	Annually
KA-C: Research curriculum and curriculum development processes nationally and internationally to inform future iterations of the Australian Curriculum.	A cross-country and national comparative report that considers the curriculum structure and curriculum development processes from at least 3 other countries is produced, and an international benchmarking report is developed.	2029–30
KA-E: Deliver a program of national assessment as agreed to by education ministers.	National results are published no more than 5 months from the end of the NAPLAN test window and 12 months from the end of the NAP sample test window.	Annually
	All schools that opt in to NAP assessments are given access to related reports within 10 weeks of the end of the test window.	Annually
KA-F: Conduct research and development to continuously improve student experience and the quality of information collected through delivery of the National Assessment Program.	At least 12 reading stimulus texts are developed in collaboration with First Nations Australian authors and/or knowledge holders, with all permissions obtained.	2026–27 2027–28
KA-H: Deliver the National Report on Schooling in Australia to inform national education policy and measure progress against key performance indicators reflected in the Measurement Framework for Schooling in Australia.	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.	Annually
KA-I: Deliver transparent, nationally consistent school data through My School to support informed decision-making and accountability.	Data is released in December each year with no more than 1% of data corrected by the February release.	Annually



Appendix 1: summary of targets

Key reform activities

	Performance targets	Year reported on
KA-D: Review the Australian Curriculum in collaboration with partners and stakeholders, evaluating the curriculum design and ensuring it meets the diverse needs of students and supports effective teaching and learning.	Revisions to the Australian Curriculum following an iterative review of the Australian Curriculum: F–2 Mathematics and a focused review of the Australian Curriculum: Antisemitism and Australian values are approved by education ministers by the end of December 2026.	2026–27
	The terms of reference for the review of the Australian Curriculum are approved by education ministers and published.	2028–29
KA-G: Shape the future of the National Assessment Program to meet evolving educational needs, improve the assessment experience and drive better student outcomes.	Proposals for the future of the National Assessment Program are developed in line with policy settings agreed to by education ministers and approved by education ministers.	2029–30
	A governance structure to support ACARA’s input into shaping the future of the National Assessment Program is submitted to the ACARA Board for approval every two years.	2026–27 2028–29
	At least one proposal referring to an enhancement to national reporting is formally submitted to AESOC and education ministers for consideration each year.	Annually
KA-J: Reform national education reporting to improve the timing, relevance and clarity of educational data, and its impact on policy and decision-making.		

Appendix 1: summary of targets

Enabling activities

	Performance targets	Year reported on
Consistent, high-quality engagement with ACARA's National Peak Principals Group and National Peak Parents Group to support ACARA's work plan is delivered.*	ACARA delivers 3 structured engagement rounds with ACARA's National Peak Principals Group and National Peak Parents Group each year, based on executive priorities.	Annually
A transparent reporting process and structure are maintained.	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.	Annually
National communications and engagement activities for key projects relating to the National Assessment Program, the Australian Curriculum, and ACARA's data and reporting are led and delivered.*	More than 60% of media coverage is positive / very positive, as reported in ACARA's annual media impact report.	Annually
The correct people practices are in place that support the organisation to work efficiently and effectively.	Revised People Strategy is published on internal site.	2027–28
The correct systems are in place that support the organisation to work efficiently and effectively.	Revised ICT Strategy is published on internal site.	2026–27 2029–30
ACARA has a safe, adaptive and inclusive work culture.	Responses to the ACARA Climate Survey show scores of at least 75% for employee engagement and wellbeing.	2027–28
Risk management is integrated into business operations and risk capability/maturity – commensurate with the needs of the organisation – is achieved.	An overall risk maturity and target state risk maturity of level 4 for each of the 5 focus areas, in accordance with the Comcover Risk Management Benchmarking Program.	2027–28 2029–30



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