

Monitoring and evaluation of the Australian Curriculum

Version 2.0

May 2026

Acknowledgement of Country

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

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Introduction

Overview

1. The Australian Curriculum is an explicit statement of the priorities and aspirations we hold for our young people, and what the Australian community values as the knowledge, understanding and skills that our young people should attain while at school.
2. It exemplifies a shared commitment to high expectations of achievement across the country, to respectful and rational discussion of different perspectives, values and beliefs, and to democratic processes as the means of promoting the common good of all.
3. The Australian Curriculum supports every student to develop strong literacy and numeracy skills in their early years of schooling, and to develop a strong sense of identity, connection, wellbeing and confidence as a learner. Students then go on to develop deep discipline knowledge within the learning areas, along with the capabilities to enable them to thrive in times of rapid social and technological change, and to contribute to our nation's progress as a prosperous, compassionate, tolerant and just society.
4. The Australian Curriculum is established on a strong evidence base, which is related to learning, pedagogy and what works in professional practice, and has been benchmarked against international curricula. It makes clear to teachers what is to be taught, what students should learn, and the quality of learning expected of them.
5. Australia's education ministers collectively approve the Australian Curriculum. The most recent version (9.0) was approved by all education ministers in April 2022.

Phases of curriculum development and revision

6. The Australian Curriculum, Assessment and Reporting Authority (ACARA) is committed to a process of curriculum development and revision that focuses on providing world-class curriculum to enhance educational outcomes for all young Australians.
7. The Australian Curriculum development and revision process involves 4 interrelated phases: shaping, writing, implementation and monitoring.
8. The development and revision of the Australian Curriculum by ACARA is guided by the:
 - a) Alice Springs (Mparntwe) Education Declaration (2019)
 - b) Shape of the Australian Curriculum Version 5.0 (2020)
 - c) Curriculum Design Paper Version 3.1 (2013)
 - d) Curriculum Development Process Version 6.0 (2012)
 - e) Monitoring and evaluation of the Australian Curriculum Version 2.0 (2026).
9. State and territory authorities implement the Australian Curriculum in accordance with their established policies and procedures. ACARA acknowledges the importance and benefits of schools having a period of curriculum stability after initial publication.
10. On 17 October 2025, the Education Ministers Meeting (EMM) approved the 10-year Australian Curriculum Review Cycle and Iterative Review Criteria. In Stage 1 of the Review Cycle (monitoring), ACARA will gather information to inform the development of terms of reference for the next review.
11. The Monitoring and evaluation of the Australian Curriculum paper (2013) has been reviewed after a period of focused research on monitoring and evaluation processes nationally and internationally, and extensive stakeholder consultation. The result of this research is the Monitoring and evaluation of the Australian Curriculum Version 2.0 (2026).

Australian Curriculum Monitoring Framework

Purpose and structure

12. Monitoring ensures the ongoing relevance, quality and effectiveness of the Australian Curriculum in supporting students' learning and in meeting national education goals. The monitoring process involves the collection of data and information about the use of the Australian Curriculum in a systematic way, and research to inform the next review of the curriculum.
13. The overarching Australian Curriculum Monitoring Framework (the Framework) and the monitoring, evaluation and iterative review activities have been developed for the Foundation to Year 10 Australian Curriculum.
14. The Framework comprises a set of principles, domains and activities to support the effective and manageable collection of data and information to inform the next stage of the Australian Curriculum Review Cycle (the Review Cycle).
15. Together, the Framework's principles, domains and activities gather evidence to inform the development of terms of reference for the next revision of the Australian Curriculum. They ensure there is strong alignment between evidence collection, decision-making, and curriculum review and improvement. The findings from these activities will be reported to the ACARA Board annually.
16. A set of internal procedures will guide the work of ACARA officers during monitoring and researching activities.

Australian Curriculum Monitoring Framework principles

17. The Framework is based on 5 principles. These principles guide the use of the Framework, and interpretations of findings and decisions.
18. The 5 principles, described in Table 1, state that monitoring should be purposeful and useful, consultative and mutually beneficial, improvement-oriented, manageable and flexible, and transparent.

Table 1: Australian Curriculum Monitoring Framework principles

Principle	Description
Purposeful and useful	Monitoring informs Australian Curriculum review and improvement. It is designed to generate insights that meaningfully inform decision-making and support curriculum implementation.
Consultative and mutually beneficial	Monitoring is developed and implemented with input from jurisdictions and stakeholders. It is designed to generate insights that are valuable to both ACARA and jurisdictions.
Improvement-oriented	Monitoring is focused on learning and continuous improvement, rather than compliance or accountability. Monitoring insights should drive reflection, adaptation and enhancement of the Australian Curriculum and its implementation.
Manageable and flexible	Monitoring is achievable within ACARA's routine operations, respectful of the capacity of jurisdictions, mindful of teacher workload and flexible for different contexts.

Principle	Description
Transparent	Transparent communication underpins monitoring processes. Transparency applies to both the process and the insights it generates, ensuring confidence in the approach and its outcomes for all stakeholders.

Australian Curriculum Monitoring Framework domains

19. The Framework has 5 domains that clarify the focus of monitoring, specifically, what is being monitored and why. This includes how the curriculum is interpreted, adapted and implemented; how coherent and assessable it is in practice; how it supports equity and excellence; how manageable it is within real-world constraints; and how it is experienced by those who use it.
20. The 5 Framework domains are:
- curriculum fidelity
 - curriculum coherence and alignment
 - equity and excellence
 - implementation and manageability
 - stakeholder satisfaction and perceived value.
21. High-level questions guide the structure of the annual monitoring report and the terms of reference stages of the Review Cycle. Table 2 outlines the high-level questions to be considered for each domain.

Table 2: Australian Curriculum Monitoring Framework domains

Domain	High-level question
Curriculum fidelity	To what extent is the curriculum implemented as intended, including the coverage, sequencing and any adaptations to local contexts?
Curriculum coherence and alignment	To what extent is there alignment between curriculum content (content descriptions and achievement standards), teaching practice, assessment, reporting and current best practice in education?
Equity and excellence	To what extent are all students able to access, engage with and benefit from the curriculum, including through adoption or adaptation?
Implementation and manageability	To what extent is the curriculum practical, manageable, and adequately supported to enable effective implementation with available resources and time?
Stakeholder satisfaction and perceived value	To what extent do teachers, school leaders, parents/carers and students perceive the curriculum as clear, useful and valuable?

Australian Curriculum Monitoring Framework activities

22. The Framework activities provide granular, evidence-informed insights into curriculum content, structure and use in classrooms.
23. Together, the domains and activities are intended to provide a structured and repeatable approach to monitoring that supports informed decision-making and continuous improvement over time, including targeted curriculum review where needed.
24. The Framework is put into effect through 2 key activities: monitoring and researching.
25. Monitoring includes ACARA collecting, analysing and synthesising data and information from:
 - a) jurisdictions through, for example, a jurisdictional feedback questionnaire, deep-dive questions, interviews, focus groups, yarning circles or case studies
 - b) stakeholders, including teachers, principals, curriculum leaders, students, parents and carers, and initial teacher education staff
 - c) media related to the Australian Curriculum
 - d) website feedback and analytics
 - e) informal feedback.
26. Researching includes ACARA undertaking:
 - a) reviews of literature focused on national and international curriculum developments and trends
 - b) benchmarking
 - c) cross-country and national comparisons
 - d) validation of achievement standards.
27. Together, these monitoring and researching activities provide comprehensive data, information and insights that enable ACARA to identify where issues are concentrated, understand why they arise, and distinguish between Australian Curriculum issues and those related to local interpretation or implementation. Table 3 shows the relationship between the Framework domains and activities.
28. The synthesis of collective findings from monitoring and researching is considered when drafting terms of reference for the next review of the Australian Curriculum.

Table 3: Relationship between the Framework domains and activities

Framework domains	Monitoring activities				Researching activities		
	Jurisdictional and stakeholder consultation	Website analytics	Media monitoring	Unsolicited feedback	Review of literature	Benchmarking/cross-country and national comparison	Validation of achievement standards
Curriculum fidelity To what extent is the curriculum implemented as intended, including the coverage, sequencing and any adaptations to local contexts?	✓		✓	✓		✓	✓
Curriculum coherence and alignment To what extent is there alignment between curriculum content, (content descriptions and achievement standards), teaching practice, assessment, reporting and current best practice in education?	✓			✓	✓	✓	✓
Equity and excellence To what extent are all students able to access, engage with and benefit from the curriculum, including through adoption or adaptation?	✓	✓	✓	✓	✓	✓	✓
Implementation and manageability To what extent is the curriculum practical, manageable, and adequately supported to enable effective implementation with available resources and time?	✓	✓	✓	✓	✓		
Stakeholder satisfaction and perceived value To what extent do teachers, school leaders, parents/carers and students perceive the curriculum as clear, useful and valuable?	✓		✓	✓		✓	✓

Sources of data and information

29. The sources of available data and information for monitoring could include:

- a) stakeholder consultation that provides opportunities for teacher, student, parent and carer voices through mechanisms such as professional associations and focus groups
- b) jurisdiction consultation through, for example, a jurisdictional feedback questionnaire, deep-dive questions, interviews, focus groups, yarning circles or case studies
- c) monitoring of media, including social media, where there is commentary on the Australian Curriculum from stakeholders such as academics, professional associations, teachers, students, parents and carers, and industry/community
- d) Australian Curriculum website analytics and feedback
- e) consideration of informal feedback, including feedback noted during the normal course of ACARA's interaction with stakeholders (individuals and groups) through meetings, correspondence, conference attendance and presentations, and through national meetings of jurisdictions
- f) review of literature, analysis and synthesis including research sources such as national and international test results (such as the National Assessment Program, Progress in International Reading Literacy Skills, Trends in International Mathematics and Science Study, and Programme for International Student Assessment); new national and international knowledge and practice about curriculum design; contemporary research in discipline and cross-discipline areas; and relevant reviews and reports, including emerging trends in international research
- g) benchmarking
- h) cross-country and national comparisons
- i) validation of achievement standards.

Jurisdiction consultation

30. ACARA acknowledges that jurisdictions are responsible for curriculum implementation and that various implementation timelines and approaches exist across Australia. For the Australian Curriculum development and revision process to be effective, partnership between ACARA and jurisdictions is essential.

31. Each year, ACARA will invite jurisdictions, via contact with Chief Executives or their equivalents, to contribute to annual monitoring activities. The methodology for data collection will be negotiated with jurisdictions and can be selected from a range of options, with these being conducted by the jurisdiction, by ACARA or jointly.

32. To support jurisdiction consultation, ACARA will provide:

- a) data collection tools that jurisdictions may wish to use
- b) briefings to facilitate the collection of data and information.

33. ACARA will nominate a date by which any feedback is to be submitted to ACARA.

Stakeholder consultation

34. To complement jurisdictional consultation, ACARA will engage with a broad range of stakeholders including principals, curriculum leaders, teachers, students and parents/carers, to provide opportunities for transparent communication, and teacher agency and voice to ensure authentic teacher representation in data collection. The focus will be on teacher interpretation of the curriculum, student experience of the curriculum, and how teachers are supported through curriculum change and implementation.
35. Consultation may involve participating in professional association meetings, interviews, focus groups or yarning circles to collect views on core open-ended monitoring and feedback questions.
36. Generous and sensitive timeframes when collecting data and information will be provided.

Monitoring report

37. A monitoring report, for the year, will be developed and submitted annually for consideration by the ACARA Board. The monitoring report will provide:
 - a) a high-level summary of monitoring information including:
 - curriculum fidelity
 - curriculum coherence and alignment
 - equity and excellence
 - implementation and manageability
 - stakeholder satisfaction and perceived value
 - b) identification of any substantial issues that may warrant further consideration by the ACARA Board
 - c) notification of any editorial corrections or changes to elaborations (to be indicated in the curriculum version history on the website).
38. The F–12 Curriculum Reference Group will review the draft monitoring report and will be invited to provide advice to the ACARA Board about any issues that may warrant formal evaluation, using the Iterative Review Criteria and the proposed timeline for that evaluation.
39. Advice about issues that may warrant formal evaluation will be informed by the need for curriculum stability and the merit of the issue. Advice will consider the Iterative Review Criteria.
 - a) **Urgency:** the need for curriculum change is considered urgent and cannot wait to be considered within the 10-year Australian Curriculum Review Cycle.
 - b) **Significant change:** the curriculum change is based on fundamental changes in learning area or subject content knowledge, educational need or research, technological change, societal need or delivery context.
 - c) **Alignment:** the proposed review aligns with the Alice Springs (Mparntwe) Education Declaration goals and their relevant associated areas for action as represented in the rationale and propositions of The Shape of the Australian Curriculum Version 5.0. The proposal supports delivery of the Better and Fairer Schools Agreement (2025–2034).
 - d) **Workload:** the curriculum change limits significant or unintended consequences for teacher workload. Workload management strategies may include communication with teachers at appropriate times (for example, not during examination periods), clear timelines and allowing enough time for consideration of documentation.
40. The ACARA Board will determine whether an identified issue warrants formal evaluation and, if so, approve the terms of reference and timelines. See **Evaluation** section.

Evaluation

41. An evaluation may be triggered by the ACARA Board because of data and information received through monitoring and researching activities and processes, and findings reported in the annual monitoring report.
42. Evaluation refers to the systematic process of reviewing and analysing data and information to determine what actions, if any, are needed in response to an issue identified for evaluation by the ACARA Board.
43. In approving an evaluation, the ACARA Board will also approve the terms of reference and timelines for the evaluation.
44. An evaluation is conducted by a Curriculum Assessment team, overseen by the Executive Director, Curriculum, and comprises:
 - Senior Manager, Curriculum
 - ACARA Curriculum Specialists for the relevant subjects/learning areas
 - a teacher with expertise in the level of schooling impacted (from a pool of teachers nominated by F–12 Curriculum Reference Group members)
 - an industry or academic expert if required.
45. While any issue identified for evaluation will be significant, the scope of an issue may vary; for example, from the positioning of content within a learning area from one year to another through to a broader issue such as the need to review the effectiveness of a whole learning area.
46. The Curriculum Assessment team will prepare a draft evaluation report including an initial iterative review analysis, a detailed analysis, a background paper, any recommendations for curriculum revision and implications of the changes for implementation in schools.
47. Before initiating an iterative review of the Australian Curriculum content, ACARA will consider alternative approaches, including:
 - a) developing support resources that provide additional specificity about how the existing Australian Curriculum may address the issue
 - b) offering professional learning for teachers to promote understanding of how the Australian Curriculum may address the issue.
48. The draft evaluation report and, if required, proposals for an iterative review, will be discussed with jurisdictions and reviewed by the F–12 Curriculum Reference Group and Schools Policy Group before submission for the consideration of the ACARA Board.
49. If a proposal for an iterative review is approved, the ACARA Board will request ACARA to scope the iterative review including terms of reference, timelines and costing. The scope of the iterative review will determine the extent of the review process in terms of the length of time and degree of consultation undertaken.
50. If endorsed by the ACARA Board, the evaluation report, terms of reference, timelines and costing will be submitted to the EMM for consideration as an iterative review. See **Iterative review** section.
51. In addition to ACARA requesting approval of an iterative review, one or more ministers can raise a proposal for an iterative review through EMM. If such a proposal were approved, ACARA would be commissioned to undertake an evaluation and to scope an iterative review for approval by EMM.

Iterative review

52. The stages of the Australian Curriculum Review Cycle (Review Cycle) are as follows.

Stage 1: Gather information to inform the review of the Australian Curriculum (monitoring).

Stage 2: Develop terms of reference.

Stage 3: Write, refine and finalise the revised Australian Curriculum.

Stage 4: Seek EMM approval of the revised Australian Curriculum.

Stage 5: Prepare for and support implementation.

53. An iterative review of the Australian Curriculum aims to ensure that the curriculum remains current and is responsive to educational needs. An iterative review is considered if the issue is of such significant importance and urgency that it should be progressed before the scheduled review of the Australian Curriculum.

54. An iterative review can result in changes to the Australian Curriculum content (content descriptions and achievement standards) of a learning area or subject.

55. If EMM approves an iterative review, ACARA will invite the F–12 Curriculum Reference Group to nominate members for Curriculum and Teacher Reference Groups. The size of these reference groups may depend on the scope of the work. For example, where an issue approved for an iterative review is:

- a) narrow in scope, the reference groups may be smaller and convene for a shorter time, or the ACARA Board can recommend an alternative approach
- b) broad in scope or more complex, the reference groups may be larger and the timelines may occur over an extended time.

56. The Curriculum Reference Group and Teacher Reference Group will include nominated members from each state, territory and sector.

57. ACARA will also identify critical friends, including stakeholders such as academics, principals and industry representatives.

58. Led by the ACARA Curriculum Specialists, the Curriculum Reference Group and Teacher Reference Group or other groups will be guided by the approved terms of reference and will:

- a) analyse monitoring data and information
- b) provide advice in relation to that analysis
- c) advise whether deeper and more detailed investigation is warranted
- d) request more data and information if required
- e) develop proposals for curriculum revisions, if any, to be considered by the ACARA Board.

59. The ACARA Board will submit any endorsed curriculum revisions of the Australian Curriculum content descriptions or achievement standards to the EMM for approval.

60. Once revisions to the Australian Curriculum content descriptions and achievement standards, and (where needed) other aspects of the Australian Curriculum, are approved, ACARA will make these available on the Australian Curriculum website. Jurisdictions will implement those changes in accordance with their established policies, processes and procedures.