

CORPORATE PLAN

2017–18



acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

AC Australian
CURRICULUM

NAP NATIONAL
ASSESSMENT
PROGRAM

My School[®]

INTRODUCTION

On behalf of the Board of the Australian Curriculum, Assessment and Reporting Authority (ACARA), as the accountable authority, I am pleased to present ACARA's corporate plan 2017–18, which covers the reporting periods of 2017–18 to 2020–21. It outlines how ACARA will work towards its mission to *improve the learning of all young Australians*.



The corporate plan has been prepared in accordance with paragraph 35(1)(a) of the *Public Governance, Performance and Accountability Act 2013* (the PGPA Act) and section 16E of the Public Governance, Performance and Accountability Rule 2014.

It is informed by the *ACARA Act 2008*, which sets out ACARA's functions, the Charter from the Council of Australian Governments' Education Council, which provides ACARA's strategic directions, and ACARA's 2016–17 to 2019–20 work plan and related budget, endorsed by the Education Council in September 2015 and April 2016, respectively. At the date of writing, ACARA's amendments to 2017–18 to 2019–20 activities and draft 2020–21 work plan and budget were yet to be endorsed by the Education Council.¹

ACARA's work begins with the **Australian Curriculum**, which sets out the knowledge and skills students need to learn to participate in modern society. A national curriculum offers significant advantages: it sets expectations for what a child should learn wherever he or she happens to live in Australia and it enables the sharing of best practice and resources across state and territory borders.

Having successfully delivered the first full iteration of the national curriculum in 2016, ACARA has shifted its focus towards refining and improving the curriculum to ensure it continues to meet the needs of all students and is accessible to teachers, parents and the broader Australian community.

¹ This corporate plan is by necessity an interim plan, which will be updated later in 2017 as required, following the Education Council's consideration and endorsement of ACARA's 2017–18 to 2020–21 quadrennial plan. A final version of the corporate plan will be published in accordance with 16E (6) of the PGPA Amendment (Corporate Plans and Annual Performance Statements) Rule 2015.

Our **National Assessment Program** provides school education leaders, teachers and parents with the means to periodically assess students against previous performance, national benchmarks and their peers, using an objective measure. A decade's worth of data from the National Assessment Program –

Literacy and Numeracy (NAPLAN) now provides educators and policy makers with a rich source of information to inform priorities for students and schools.

New digital technologies provide the means to transform assessment, including delivering more precise results and faster turnaround of information. ACARA's primary focus is now on working with other agencies, and states and territories to transition to **NAPLAN Online** from 2018.

Our public **reporting program** promotes accountability and engagement with school education by parents, governments and the community, and informs decision-making that shapes future student learning. With NAPLAN testing aligned to the content of the Australian Curriculum, their results can also provide valuable diagnostic data for teachers to use in the classroom. ACARA will continue to provide valuable and reliable information on *My School* while enhancing the website to make it more accessible to parents and educators.

ACARA's role is to provide a national framework to support states and territories in preparing young Australians for the diverse and challenging workforce of the future. The curriculum specifies knowledge and skills we expect students to acquire, the national assessment program reveals whether students are learning what we want them to learn, and reporting allows us to identify good teaching ideas and share them nationally. Taken together, these provide a powerful mechanism for improving education for the benefit of all Australians.

I would like to thank the Board, ACARA's executive and staff for their commitment as we continue this important work.



Emeritus Professor Steven Schwartz, AM
Chair, ACARA Board

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ACARA's role is to provide the national framework to support states and territories in preparing young Australians for the diverse and challenging workforce of the future.

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WHO WE ARE



WHO WE ARE

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent statutory authority.

ACARA has been operational since 28 May 2009 and was established under section 5 of the *Australian Curriculum, Assessment and Reporting Authority Act* (ACARA Act) (Cth) on 8 December 2008.

ACARA executes policy directions determined by the Council of Australian Governments' Education Council regarding curriculum, assessment, data and reporting at a national level and operates in accordance with the following principles:

- **National interest:**
ACARA's priorities are based on initiatives that are collectively agreed by the ministerial council, focusing on matters that are most effectively undertaken at a national level.
- **Alignment:**
Work streams undertaken by ACARA align internally and complement the national education agenda.
- **Quality and innovation:**
Delivering superior, creative and effective products and services that are fit for purpose and actively assist jurisdictions in the implementation of the national education agenda.
- **Efficiency:**
Ensuring products and services are developed and delivered in a timely manner within agreed budgets.
- **Transparency and accountability:**
ACARA's planning and reporting are undertaken in a manner that provides assurance to the ministerial council that ACARA's work is in the national interest.
- **Engagement:**
Working collaboratively with all jurisdictions, the non-government education sector, ministerial companies and authorities, and relevant stakeholders, to ensure ACARA's outputs are aligned with the national education agenda and ACARA communicates effectively with the general public.

WHAT WE DO



WHAT WE DO

ACARA's mission is to improve the learning of all young Australians through world-class school curriculum, assessment and reporting.

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

National curriculum

- provide a world-class curriculum from Foundation to Year 12 in specified learning areas agreed to by the Education Council
- assemble the evidence base required to review, develop and refine curriculum

National assessment

- provide a quality, comprehensive and cohesive suite of national assessments

National data and reporting

- provide and apply a comprehensive and reliable national measurement framework
- facilitate use and dissemination of data for research and policy development in accordance with agreed protocols
- present detailed, accessible, timely and meaningful school education performance information

National collaboration and leadership

- provide effective national leadership in curriculum development, educational assessment and national reporting
- closely collaborate with jurisdictions, the non-government education sector and relevant stakeholders in pursuing the national education agenda

These purposes acknowledge the commitment to promoting world-class curriculum and assessment and to strengthening accountability and transparency, as identified within the *Melbourne Declaration on Educational Goals for Young Australians* (the Melbourne Declaration) as agreed by all education ministers in December 2008.

OUR ENVIRONMENT



OUR ENVIRONMENT

Context

ACARA works in a transparent and collaborative manner with Commonwealth, state and territory departments of education, as well as government and non-government school authorities. ACARA shares its proposals and activities with a range of advisory groups to enable all stakeholders to provide input, delivering consistent and structured opportunities for engagement. ACARA's work is enhanced by advice provided by its advisory groups and through other stakeholder channels.

The rationale for the Australian Curriculum centres on improving the quality, equity and transparency of Australia's education system. A national curriculum ensures that every child in Australia, regardless of where he or she lives or the school they attend, has access to a world-class curriculum.

National assessment provides school education leaders, teachers and parents with the means to assess students against previous performance, national benchmarks and their peers, using an objective measure. The National Assessment Program, NAPLAN and NAP Sample are used in combination with other forms of assessment to diagnose learning and inform priorities for students, cohorts and schools. New digital technologies are transforming assessment.

Public reporting promotes accountability and engagement in school education. Provision of quality information on schooling is important for schools and their students, for parents and their families, and for communities and governments.

Setting directions

The ACARA Act stipulates that ACARA must perform its purposes in accordance with directions given to it by the Education Council in writing, and in accordance with [ACARA's Charter](#). The Charter, agreed to by the Education Council, sets the strategic directions for ACARA. The Charter affirms ACARA's role as an independent statutory authority and provides guidance about the nature of activities ACARA is expected to undertake in fulfilling its functions and executing the policy directions set by the Education Council.

ACARA prepares a quadrennial work plan and budget for endorsement by the Education Council in accordance with the Charter. In addition, under current arrangements, each financial year ACARA submits a detailed annual work plan for endorsement by the Education Council. ACARA reports its progress against its annual work plan at meetings of the ACARA Board, the Australian Education Senior Officials Committee (AESOC) and the Education Council.

In 2017–18, the Education Council will consider ACARA’s revisions to its previously endorsed 2017–18 to 2019–20 plan of work and its new fourth year out (2020–21) work plan. ACARA’s corporate plan will be revised accordingly and republished.

National education landscape and ACARA’s impact

ACARA has reshaped the education landscape through the introduction of the national curriculum, the continuation and enhancement of national testing and the improvement of public reporting on Australian schools through *My School*. During 2017–18, ACARA will further enhance these areas in collaboration with stakeholders, including bringing national assessments online, monitoring the curriculum to inform future refinements, and seeking to improve school reporting information.

ACARA’s highest priority under its current Charter is to collaborate with Education Services Australia and all Australian governments to ensure NAPLAN is delivered online from 2018 for a selection of schools across Australia, inclusive of all school sectors.

Stakeholders

ACARA’s partners are Commonwealth, state and territory departments of education, and national non-government school sectors’ peak bodies. ACARA’s stakeholders include teachers, principals, parents and students, as well as the broader community. ACARA has a range of advisory and expert groups that provide advice to support ACARA’s work and ensure it takes account of input from partners, stakeholders and relevant experts. The advisory structure is reviewed regularly to ensure advice provided is fit for purpose. ACARA works closely with its Education Council counterparts – the Australian Institute of Teaching and School Leadership (AITSL), and Education Services Australia (ESA).

Funding

Funding for ACARA is allocated by states and territories and the Australian Government under the Education Council’s funding formula – with a half of ACARA’s funding provided by the Australian Government, and the other half provided by states and territories.

OUR PERFORMANCE



OUR PERFORMANCE

Overview

This section of the corporate plan summarises how ACARA plans to address our purposes over the quadrennium (2017–18 to 2020–21). The performance information is presented under each purpose – referring to what we will deliver, our key actions during 2017–18 to 2020–21, and our priorities. How we will measure our achievement is set out in terms of performance criteria for each purpose, the method for measuring achievement for each criterion and related targets.

Note:

Subsequent to the publication of the Portfolio Budget Statements (PBS) 2017–18: Education and Training (ACARA Budget Statements, pages 79–99), ACARA has revised its previously endorsed 2017–18 to 2019–20 work plan and drafted a plan for its new forth year (2020–21) for endorsement by the Education Council.

Performance criteria and targets that have been revised since the publication of the 2016–17 corporate plan and the 2017–18 PBS are marked by an asterisk (*).

National curriculum:

- provide a world-class curriculum from Foundation to Year 12 in specified learning area as agreed to by the Education Council
- assemble the evidence base required to review, develop and refine curriculum

Budget Portfolio Statements 2017–18: Education and Training – ACARA Budget Statements – Outcome 1 Program 1.1, pages 87–88

Delivery	Key actions	Priorities
<ul style="list-style-type: none"> ▪ Delivering the Foundation – Year 10 and senior secondary Australian Curriculum ▪ Strengthening assessment of student learning of the Australian Curriculum through provision of student work samples, NAP development and data analysis ▪ Providing authoritative curriculum advice to stakeholders and facilitate information-sharing and collaboration in support of the Australian Curriculum ▪ Monitoring the effectiveness of the Australian Curriculum by collecting, analysing and reporting annually on feedback ▪ Reviewing, and reporting on, recent developments in research and international curriculum practice to inform national policy and practice and to further improve the Australian Curriculum 	<ul style="list-style-type: none"> ▪ Maintain accuracy and quality of all information and resources provided on the Australian Curriculum website ▪ Provide learning area expertise and advice to support the alignment of the National Assessment Program to the Australian Curriculum ▪ Engage with interested jurisdictions and other stakeholders to develop processes for considering additional senior secondary curriculum ▪ Complete monitoring processes each year and publish reports ▪ Benchmark the Australian Curriculum against top-performing school systems/nations ▪ Liaise with Commonwealth/state/territory departments of education and non-government school authorities in the development and implementation of additional actions to support the delivery of the Australian Curriculum 	<ul style="list-style-type: none"> ▪ Monitor and enhance accessibility, balance and manageability of the national curriculum ▪ Collect curriculum implementation information to assist future refinement of the curriculum ▪ Scope options for further development of senior secondary curriculum, in partnership with interested jurisdictions

Performance criteria	PBS 2017–18 page No	Reporting period	Method	Target
Activities relating to monitoring the national curriculum, international comparisons and research on developments in school curriculum design undertaken*	87	Annually (from 2017–18 to 2019–20)	Final draft report submitted to the ACARA Board for consideration following feedback from jurisdictions	Reports on national curriculum monitoring, international comparison(s) and research on developments in school curriculum design published by the end of the reporting year*
Level of satisfaction with the Australian Curriculum website	87	2017–18	Survey of stakeholders held during the reporting period combined with data collected from ACARA's open feedback section on the Australian Curriculum website	High level of satisfaction of the Australian Curriculum website recorded by end of 2017–18
Portfolios of work samples for <i>all</i> published curriculum available	88	2018–19	Internal check of external accessibility of work samples portfolios	Portfolios of work samples finalised and published by end of 2018–19
Activities relating to monitoring the national curriculum, international comparisons and research on developments in school curriculum design activities completed and the scope of the refinement of the Australian Curriculum ready for approval by the ACARA Board*	88	2019–20	Final analysis on findings and a proposal for refinement of the Australian Curriculum presented to partners for discussion through advisory and working groups and approved by the ACARA Board to be submitted to the Education Council for consideration	The scope for refinement of the Australian Curriculum, (informed by analysis of monitoring, comparative and research activities 2016–17 to 2019–20) approved by the ACARA Board*
Commence refinements to the Australian Curriculum	N/A	2020–21	In line with agreed scope, refinement of the Australian Curriculum commenced in consultation with partners and stakeholders	Agreed actions being addressed in the drafting of refinements to the Australian Curriculum

National assessment:

- provide a quality, comprehensive and cohesive suite of national assessments

Portfolio Budget Statements 2017–18: Education and Training – ACARA Budget Statements – Outcome 1 Program 1.2, page 89

Delivery	Key actions	Priorities
<ul style="list-style-type: none"> ▪ Researching, developing and supporting activities required for assessment ▪ Managing the planning and development, and overseeing the delivery and reporting for the National Assessment Program – Literacy and Numeracy (NAPLAN), managing the transition from pencil and paper to online delivery ▪ Managing the development and overseeing the delivery of assessments and reporting for the National Assessment Program (NAP) sample assessments 	<ul style="list-style-type: none"> ▪ Annually deliver NAPLAN, transitioning from pen and paper to online assessment ▪ Undertake and complete research to support the move of NAPLAN online ▪ Engage in test development for the delivery of NAPLAN pen and paper and online ▪ Collaborate with Education Services Australia and all Australian governments to support the transition to NAPLAN online over a two–three-year period ▪ Annually deliver NAP sample assessment, as agreed by the Education Council, and provide options for the future of the NAP sample assessment 	<ul style="list-style-type: none"> ▪ Ensure ACARA’s resources and attention are focused on its assessment function, in particular ACARA’s responsibilities for the successful transition to NAPLAN online ▪ Ensure the suite of online assessments is directly linked to the national curriculum, to improve the understanding of educational outcomes for Australian students

Performance criteria	PBS 2017–18 page No	Reporting period	Method	Target
National Assessment Program (NAP) – NAPLAN and NAP sample assessments delivered	89	Annually	Government and non-government schools undertake NAP – NAPLAN and sample assessments – as scheduled	NAP successfully delivered, reported on (including delivery of NAPLAN online in 2018 to schools, as determined by state and territory authorities) and successfully and fully transitioned online in the timeframe agreed by ministers*
ACARA research relating to online assessment completed	89	2017–18	Final drafts submitted to the ACARA Board for consideration of outcomes	All agreed research completed and findings communicated and implemented
Evaluation of NAPLAN online processes undertaken and potential enhancements identified (including the potential addition of gain scores to individual student reports (ISRs))*	89	2018–19	A comprehensive evaluation of NAPLAN online processes undertaken internally, informed by jurisdictional feedback	NAPLAN online processes reviewed with enhancements prioritised for future implementation*
NAP sample assessments available to schools participating voluntarily*	N/A	2019–20	Protocols to make NAP sample assessments and reports available to voluntary schools (schools beyond the sample cohort) developed in liaison with partners, agreed with, and communicated to, school authorities	Schools beyond the sample cohort participate voluntarily in NAP sample assessment*
Level of stakeholder satisfaction with online assessment	89	2020–21	Survey of stakeholders held during the reporting period. This survey will establish the data basis for future surveys relating to satisfaction with online assessment	Strong level of satisfaction with online assessment recorded

National data and reporting:

- provide and apply a comprehensive and reliable national measurement framework
- facilitate the use and dissemination of data for research and policy development in accordance with agreed protocols
- present detailed, accessible, timely and meaningful school education performance information

Budget Portfolio Statements 2017–18: Education and Training – ACARA Budget Statements – Outcome 1 Program 1.3, pages 90–91

Delivery	Key actions	Priorities
<ul style="list-style-type: none"> ▪ Monitoring and, where necessary, reviewing the existing national key performance measures for schools ▪ Producing a comprehensive, authoritative and timely national report on schooling in Australia related to national key performance measures ▪ Managing the collection and quality assurance of data and providing national school information through the <i>My School</i> website and national reports ▪ Managing the sharing and dissemination of data with government and non-government school authorities, and with other applicants in accordance with agreed protocols 	<ul style="list-style-type: none"> ▪ Enhance the <i>My School</i> website in accordance with the Education Council's agreed actions ▪ Review, update and modify the Measurement Framework for Schooling in Australia, where appropriate, for the Education Council's endorsement ▪ Provide data to jurisdictions, ACARA's reporting advisory groups and systems, and to approved research applicants in accordance with agreed protocols ▪ Undertake a review of content and processes for all reports to ensure comprehensiveness and enhanced user access 	<ul style="list-style-type: none"> ▪ Assess data needs to review, and if necessary, introduce new performance indicators in the measurement framework ▪ Manage the collection and quality assurance of data for policy development in the school education sector and provide accessible and comprehensive national school and schooling information (including the <i>My School</i> website and National Assessment Program reporting) ▪ Produce a revitalised, timely and accessible National Report on Schooling, which meets the goals for national performance reporting

Performance criteria	PBS 2017–18 page No	Reporting period	Method	Target
The National Report on Schooling in Australia is approved by the ACARA Board before the end of the subsequent calendar year*	90	Annually	Data received from jurisdictions and the National Report on Schooling drafted, with feedback provided by government and non-government school sectors in preparation for submission to the ACARA Board for approval to be considered by AESOC and the Education Council	The National Report on Schooling drafted and approved by the ACARA Board by the end of December of the following year; the data portal updated in December and March with the most up-to-date available data, allowing public access to the various agreed national data sets for schooling*
A review and revision of the Measurement Framework for Schooling in Australia, in consultation with stakeholders and advisory groups undertaken	91	2017–18	The Measurement Framework is reviewed in liaison with government and non-government school sectors via scheduled meetings of working and advisory groups	Scope of the review of the Measurement Framework for Schooling in Australia agreed to, with review underway in consultation with advisory groups and stakeholders*
Level of stakeholder satisfaction with the <i>My School</i> website	91	2018–19	Survey of stakeholders held during the reporting period. This survey will establish the data basis for future surveys relating to satisfaction with online assessment	Strong level of satisfaction with the <i>My School</i> website recorded
Enhancements to <i>My School</i> considered and agreed to by the Education Council in September 2015 progressed	91	2019–20	Related details submitted to AESOC and the Education Council for consideration as required and/or considered by government and non-government school sectors via scheduled meetings of working and advisory groups	All enhancements consulted on with key stakeholders and implemented as agreed
The presentation of data / reports (e.g. NAP reports) revised to reflect best practice	N/A	2020–21	Review of reports undertaken with partner input provided through presentation of advice/ proposals to related working groups	Data/reports developed and presented in line with proposal agreed to by jurisdictions

National collaboration and leadership:

- provide effective national leadership in curriculum development, educational assessment and national reporting
- closely collaborate with jurisdictions, the non-government education sectors and relevant stakeholders in pursuing the national education agenda

Budget Portfolio Statements 2017–18: Education and Training – ACARA Budget Statements – Outcome 1 Program 1.4, pages 92–93

Delivery	Key actions	Priorities
<ul style="list-style-type: none"> ▪ Communicating information about ACARA’s work and achievements to partners, stakeholders and the broader community ▪ Providing national leadership in curriculum, assessment, data collection and reporting directly and in collaboration with the Commonwealth, states, territories, non-government sector, AITSL, ESA and other stakeholder groups, and ensuring liaison with key stakeholders across all matters relating to curriculum, assessment and reporting ▪ Collaborating with international education bodies to ensure ACARA’s work and advice to ministers are informed by leading research and better practice, and provide support services internationally where this aligns with ACARA’s core areas of work 	<ul style="list-style-type: none"> ▪ Inform, strengthen and promote general community understanding of the significance of national curriculum, assessment and reporting processes ▪ Lead national communications initiatives for the move to NAPLAN online ▪ Respond to agreed national curriculum, assessment, data and reporting policy, and provide timely, quality advice to AESOC and the Education Council ▪ Ensure all Education Council directives relating to national assessment are undertaken in a timely manner ▪ Work in partnership with jurisdictions around Education Council directions and provide quality advice that facilitates effective decision-making by AESOC/Education Council ▪ Maintain a system of review of ACARA’s advisory structure to ensure it is fit for purpose ▪ Build on ACARA’s reputation for world-class curriculum, assessment and reporting programs by supporting learning opportunities requested by international delegations 	<ul style="list-style-type: none"> ▪ Collaborate with all Australian governments, the non-government education sector and Education Services Australia in the transition to NAPLAN online ▪ Work in partnership with senior officials to implement the National Science, Technology, Engineering and Mathematics (STEM) School Education Strategy and the National Aboriginal and Torres Strait Islander Education Strategy

Performance criteria	PBS 2017–18 page No	Reporting period	Method	Target
An advisory structure that is fit for purpose is in place	N/A	Annually and survey every two years	Internal review of advisory structure held each reporting period. Survey of members conducted in 2019 and 2021 with results reported to the ACARA Board	Advisory structure published (strong level of satisfaction received as measured through surveys in 2019 and 2021)
A transparent and timely reporting process and structure is maintained	N/A	Annually	Submissions to the ACARA Board and Education Council and/or AESOC for consideration with traffic light rating system in place with related comments on progress	Progress reports against the annual work plan submitted to the Education Council and/or AESOC each year and at each meeting of the ACARA Board and all advice provided on time and of high quality
Collaboration with partners (government and non-government school sectors), national stakeholders and international education bodies clearly maintained	N/A	Annually	An internal evaluation of the scheduling of advisory groups and representation at meetings of key working groups/ peak body opportunities and exchanges with international bodies	Evidence of collaboration through scheduled meetings of ACARA's key advisory groups, ACARA's attendance at key working groups and peak body opportunities, and evidence of communication with international education bodies

Snapshot of targets 2017–18 to 2020–21

Note: Subsequent to the publication of the Portfolio Budget Statements (PBS) 2017–18: Education and Training (ACARA Budget Statements, pages 79–99), ACARA has revised its previously endorsed 2017–18 to 2019–20 plan and drafted a plan for its new forth year out (2020–21) for endorsement by the Education Council. Performance criteria and targets in the tables below that have been revised since the publication of the 2016–17 corporate plan and the 2017–18 PBS are marked by an asterisk (*)

Targets	2017–18	2018–19	2019–20	2020–21
Reports on national curriculum monitoring, international comparisons and research on developments in school curriculum design published by the end of the third quarter of the reporting year*	✓	✓	✓	✓
High level of satisfaction of the Australian Curriculum website recorded by end of 2017–18	✓			
Portfolios of work samples for <i>all</i> published curriculum finalised and published by end 2018–19		✓		
The scope for refinement of the Australian Curriculum (informed by analysis of monitoring, comparative and research activities 2016–17 to 2019–20) approved by the ACARA Board and agreed to by jurisdictions*			✓	
Agreed actions being addressed in the drafting of refinements to the Australian Curriculum				✓
NAP successfully delivered, reported on (including delivery of NAPLAN online in 2018 to schools as determined by state and territory authorities), and successfully and fully transitioned online in the timeframe agreed by ministers*	✓	✓	✓	✓
All agreed research relating to online assessment completed and findings communicated	✓			
NAPLAN online processes reviewed, with enhancements prioritised for future implementation*		✓		
Schools beyond the sample cohort participated voluntarily in NAP sample assessment*			✓	
Strong level of satisfaction with online assessment recorded				✓
The National Report on Schooling drafted and approved by the ACARA Board by the end of December of the following year and the data portal updated in December and March with the most up-to-date available data allowing public access to various agreed national data sets for schooling*	✓	✓	✓	✓
Scope of the review of the Measurement Framework for Schooling in Australia agreed to, with review underway in consultation with advisory groups and stakeholders*	✓			✓
Strong level of satisfaction with the <i>My School</i> website recorded		✓		
<i>All My School</i> proposed enhancements consulted on with key stakeholders and progressed and/or implemented as agreed			✓	
Data/reports developed and presented in line with proposal agreed to by jurisdictions				✓
ACARA's advisory structure reviewed and published (with strong level of satisfaction received as measured through surveys in 2019 and 2021)	✓	✓	✓	✓
Strong level of satisfaction with the advisory structure received as measured through surveys		✓		✓
Progress reports against ACARA's annual work plan submitted to the Education Council and/or AESOC each year and at each meeting of the ACARA Board, and all advice provided on time and of high quality	✓	✓	✓	✓
Evidence of collaboration with partners and stakeholders through: scheduled meetings of ACARA's key advisory groups, ACARA's attendance at key working groups and peak body opportunities, and evidence of communication with international education bodies	✓	✓	✓	✓

OUR CAPABILITY



OUR CAPABILITY

ACARA will recruit, develop and retain high-performing staff and will foster positive and agile work culture. Its people will reflect the diversity and dynamism of the education community and have the skills and values needed to support ACARA's ongoing responsibilities as well as advance the authority's strategic proposals.

Five values uphold our work:

- Respect
- Integrity
- Collaboration
- Professionalism
- Passion

ACARA will maintain organisational efficiency through:

- strong focus on planning and reporting
- framework of internal and external audit
- solid financial management practices
- fit-for-purpose and sustainable ICT management systems

Performance criteria	PBS 2017–18	Reporting period	Method	Target
Staff turnover rate	N/A	Annually	Internal analysis of related data	Staff turnover rate consistent with turnover and retention benchmarks
Level of staff satisfaction and/or engagement	N/A	2017–18 and 2019–20	Survey of staff held during the reporting periods of 2017–18 and 2019–20	Strong level of staff satisfaction and/or engagement

OUR ACCOUNTABILITY



OVERSIGHT OF RISK

ACARA will maintain a risk framework and policy aligned with *AS/NZS ISO 31000:2009 Risk management – principles and guidelines* that are compliant with the *Public Governance, Performance and Accountability Act 2013*. These documents acknowledge that risk management is a fundamental tool to support ACARA to achieve its strategic objectives in a complex stakeholder environment. ACARA's Board, Audit and Risk Committee and executive, as well as staff will be actively involved in risk management for ACARA. This work will be supported by an internal audit program that tests ACARA's compliance framework and controls.

The ACARA Board will oversee ACARA's risk management framework and policy, and will regularly review ACARA's corporate risk register to ensure this captures the key operational and strategic risks faced by ACARA and that appropriate management strategies are in place to manage these risks.

The Audit and Risk Committee will provide recommendations on operational capacity, accountability frameworks, budget, compliance and risks associated with meeting the requirements of the ACARA Charter. It will continue to hold an important role in ACARA's risk management framework.

ACARA's senior management group, inclusive of ACARA's executive, will consider operational matters and will review risk and management controls on a regular basis.

ACARA will maintain its project management policy. This policy applies across its key activities and highlights project related risk, ensuring that risk management is pivotal within ACARA's operations.

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ACARA 2017-18 Corporate Plan

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