

Australian Curriculum, Assessment and Reporting Authority

# Corporate Plan

2024–25 to 2027–28





## Acknowledgement of Country

The Australian Curriculum, Assessment and Reporting Authority (ACARA) acknowledges the Traditional Owners and Custodians of Country and Place throughout Australia and their continuing connection to land, waters, sky and community. We pay our respects to them and their cultures, and Elders past and present.

## Our Reconciliation Action Plan

Our Reconciliation Action Plan (RAP) is about ACARA turning good intentions into real actions and rising to the challenge of reconciling Australia.

ACARA's RAP is our plan to create meaningful relationships, enhance respect and promote sustainable opportunities for Aboriginal and Torres Strait Islander Australians.

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



## From the Chair

I am pleased to present ACARA's corporate plan, reflecting ACARA's projected activities and performance goals for the next 4 years ahead (2024–25 to 2027–28).

Following several years of reviewing, developing and implementing reforms across the areas of curriculum, assessment and reporting in close consultation with jurisdictions and key stakeholders, ACARA's focus now turns to where further improvements can be made.

Over the coming years, ACARA will continue to look to international examples and the very best of research here in Australia to ensure we develop a solid foundation on which to undertake our key activities.

ACARA's strengths – our openness and adaptability – will put us in a good position in coming years to actively engage with our diverse stakeholders, including Commonwealth, state and territory departments of education, national education agencies and peak representative bodies, curriculum authorities, school leaders, teachers and education specialists. We will aspire to harness collective insights, break down barriers and seize opportunities – all with a sharp focus on improving educational outcomes for Australian children and young people. This is the vision that motivates us.

With proficiency levels now in place for reporting NAPLAN results and with the National Assessment Program (NAP) fully online, ACARA will look forward to what may be required in the years ahead. Working with jurisdictions and

stakeholders, ACARA will develop what our Future National Assessment program will look like, one that will enhance the assessment experience for all students and improve the functionality for system administrators, test administrators and schools.

Reporting national data has always been an important aspect of ACARA's work. The Measurement Framework for Schooling in Australia, including the schedule of key performance measures (KPMs), continues to provide the basis for Australian education ministers to report to the community on the performance of schooling and underpins the National Report on Schooling in Australia.

It is expected that education ministers will commit to an independent review of the Measurement Framework for Schooling in Australia as part of the Better and Fairer Schools Agreement. ACARA will play an active role in the provision of expert assessment and reporting advice to support the review.

Our fully digitalised curriculum is a key element in providing support. It ensures accessibility for schools and teachers across the country to access the Australian Curriculum and its related resources. Maintaining access will always be a priority, with enhancements to the functionality of the Australian Curriculum website ongoing.

Version 9.0 of the Australian Curriculum is the backbone to lifting educational goals and as the implementation of this progresses, ACARA will ensure resources are available to provide support

for schools and teachers. This support is a constant feature of our work and will continue into the next quadrennium, with support in place across all learning areas. This includes providing advice to education ministers in relation to the curriculum support resources for English as an additional language or dialect, realigning the existing Senior Secondary subjects with the F–10 Australian Curriculum and updating Work Studies in liaison with jurisdictions, so these materials can be published on the Australian Curriculum Version 9.0 website.

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

I would like to thank my colleagues on the ACARA Board, and ACARA's leadership team and staff for their ongoing commitment to delivering a world-class national curriculum, robust national assessment practices and comprehensive national reporting systems.

**Derek Scott**

Chair, ACARA Board



## Statement of preparation

ACARA's corporate plan 2024–25 covers the reporting periods of 2024–25 to 2027–28. It outlines how ACARA will work towards its vision to inspire improvement in the learning of all young Australians through world-class curriculum, assessment and reporting.

The corporate plan has been prepared as required under subsection 35 (1)(b) of the *Public Governance, Performance and Accountability Act 2013* (the PGPA Act).

ACARA's corporate plan is informed by [the Australian Curriculum, Assessment and Reporting Authority Act 2008](#) (the ACARA Act), which sets out ACARA's functions; ACARA's current Charter, agreed to by all ministers for education in December 2022, which provides ACARA's strategic directions; and ACARA's draft 2024–25 to 2027–28 work plan.



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# 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: what we do

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

As agreed by education ministers through ACARA's Charter, ACARA's role is to:

### National curriculum

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

### National assessment

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

### National data and reporting

- provide and apply a comprehensive and reliable national measurement framework
- facilitate 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

### National collaboration and leadership

- provide effective national leadership in curriculum development, educational assessment and national reporting
- pursue the national education agenda with jurisdictions, the non-government education sector and relevant stakeholders, and identify opportunities for reform.



## Our priorities

- Successfully deliver the National Assessment Program (NAP) inclusive of the National Assessment Program – Literacy and Numeracy (NAPLAN) and enhance the assessment experience for students, schools and test administrators through leading work around the Future National Assessment program.
- Support a deep understanding of the progression of learning described in the Australian Curriculum to support student learning, through the development of high-quality resources, including work samples and illustrations of practice.
- Increase the usability and value of our data through an improved National Measurement Framework and 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, and future directions for schooling in Australia.







## How we work

ACARA is an independent statutory authority. It was established under section 5 of the *Australian Curriculum, Assessment and Reporting Authority Act* (ACARA Act) on 8 December 2008 and has operated since 28 May 2009.

ACARA executes policy directions determined by education ministers regarding curriculum, assessment, data and reporting at a national level, and operates in accordance with the following principles as referred to within its Charter.

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



## Our environment

### Directions

ACARA performs its purposes in accordance with directions given to it by education ministers in writing, and in accordance with [ACARA's Charter](#).

The Charter affirms ACARA's role as an independent statutory authority and provides guidance about the nature of activities ACARA is expected to undertake in fulfilling its functions and executing the policy directions set by education ministers and in line with the [Alice Springs \(Mparntwe\) Education Declaration](#).

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

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





## Context

ACARA works in a transparent and collaborative manner with Commonwealth, state and territory departments of education, as well as government and non-government school authorities. ACARA shares its proposals and activities with a range of advisory groups, enabling all stakeholders to provide input, and delivering consistent and structured opportunities for engagement.

Our work relating to curriculum, assessment and reporting is enhanced by advice provided by advisory groups and through other stakeholder channels.

- The Australian Curriculum is at the heart of improving the quality, equity and transparency of Australia's education system. A national curriculum ensures that every child in Australia, regardless of where they live or the school they attend, benefits from a world-class curriculum.
- National assessment allows school education leaders, teachers and parents/carers to see how students are progressing in literacy and numeracy – individually, as part of their school community, and against the following levels of achievement: Exceeding, Strong, Developing and Needs additional support.
- NAPLAN and NAP sample assessments are used in combination with other forms of assessment to assess learning and inform priorities for students and schools. New digital technologies are transforming assessment and ACARA, in liaison with jurisdictions and key stakeholders, will focus on future enhancements for delivery of assessments to improve the experience for students and the functionality for test administrators and schools.
- Public reporting promotes accountability and engagement in school education. Provision of quality information on schooling is important for schools and their students, for parents/carers and families, and for communities and governments.

## Stakeholders

ACARA's key stakeholders include teachers, principals, parents/carers and students, as well as the broader community. ACARA has a range of advisory and expert groups that provide advice to support ACARA's work and ensure the authority takes account of input from our jurisdictional partners, stakeholders and relevant experts. The advisory structure is reviewed regularly to ensure advice provided is fit for purpose. ACARA also engages broadly through a variety of forums and meetings with interested stakeholders.

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

## National education landscape and ACARA's impact

The Australian education landscape has been reshaped by ACARA's work with the availability of the national curriculum, the continuation and enhancement of national testing, and the improvement in public reporting of related data.

As a national education agency, during the 4 years ahead, ACARA will work to ensure a positive impact on the national education landscape. This will be achieved through close collaboration with government and non-government school authorities, the Australian Government and all other stakeholders on key matters such as:

- 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.



## 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.

## Implications of our environment

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

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

In summary, the Australian education environment that ACARA operates within is a complex and challenging one; however, ACARA is continually focused on the delivery of high-quality outcomes that will benefit all students.



## Cooperation

ACARA’s key partners are the Commonwealth, state and territory departments of education in addition to national non-government school sectors’ peak bodies. ACARA also works in collaboration with its partner agencies: the [Australian Institute for Teaching and School Leadership \(AITSL\)](#), [Australian Education Research Organisation \(AERO\)](#) and [Education Services Australia \(ESA\)](#).

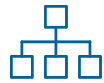
ACARA works in a transparent and consultative manner with its jurisdictional partners as well as government and non-government school authorities to reach consensus on matters relating to national curriculum, assessment and reporting. ACARA will share its proposals and activities with representatives of the Commonwealth and each state and territory department of education, as well as government and non-government school authorities, prior to seeking approval from education ministers.

In addition, ACARA presents its work to a range of advisory groups with representatives from across Australia, enabling all stakeholders to provide input, and delivering consistent and structured opportunities for engagement.

Our work relating to curriculum, assessment and reporting is enhanced by advice provided through the extensive cooperation and engagement undertaken.

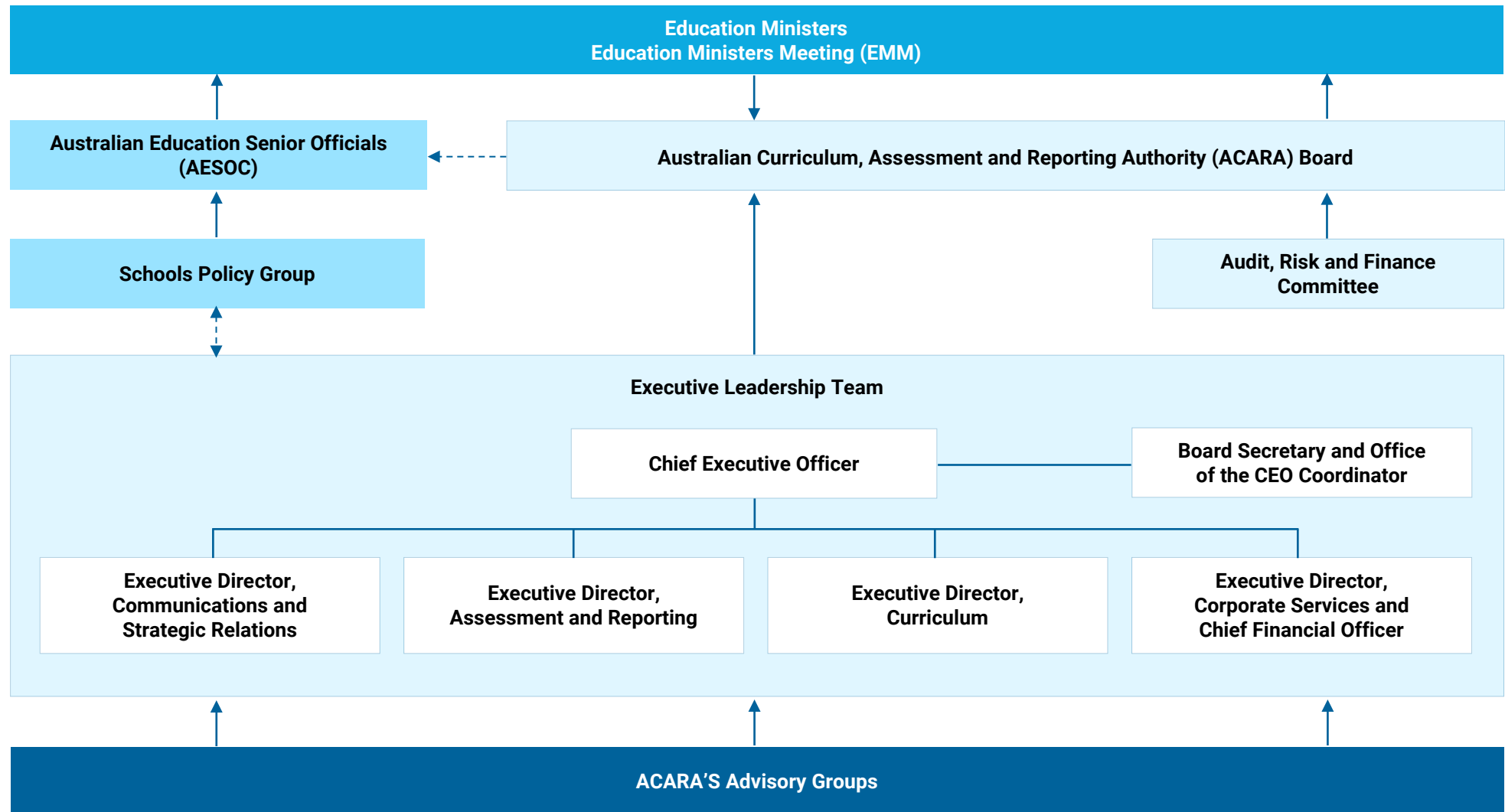






## Our structure

ACARA's work is set by consensus of all education ministers. Advice on key activities is provided through an advisory structure that incorporates government and non-government school sector representation and expertise in specific fields.







## Our values and capability

Respect

+

Integrity

+

Commitment

+

Innovation

+

Professionalism

=

Our Values





## Our capability

### People

- ACARA will recruit, develop and retain high-performing staff and will foster a positive and agile work culture. Its people will reflect the diversity and dynamism of the education community and will have the skills and values needed to support ACARA's ongoing responsibilities as well as advance the authority's strategic proposals.
- Our People Strategy sets clear, strategic people priorities and targets, and is regularly revised to ensure relevance and alignment to our work plans.
- The strategy is designed to foster a positive employee experience; support employees in their development, career and wellbeing; and contribute to high organisational performance.
- ACARA continues to participate in a climate (engagement) survey, run every 2 years. This survey allows employees to provide feedback on the organisation, with staff encouraged to collaborate on the design of interventions aimed at improving ongoing engagement and the employee experience at ACARA.

### Communications and engagement

- ACARA's communications and engagement focus on providing timely communications that inform, increase understanding of ACARA's work and grow support among stakeholders for this work. ACARA engages with stakeholders in a way that builds trust, confidence and understanding, and gives stakeholders the opportunity to receive and understand information about ACARA and to provide input into ACARA's work.
- ACARA continues to optimise customer relationship management software for stakeholder management and engagement, and strengthens the stakeholder engagement capability of staff through engagement toolkits and resources (research, databases and procedures), mentoring and training opportunities.
- Communications and engagement strategies will continue to be developed each year to guide support for achievement of ACARA's work plan with development of project-specific supporting plans.

### Finance

- ACARA is committed to financial sustainability and sound financial governance. Effective budget management will ensure ACARA achieves its work plan and purpose, as well as fulfilling the expectations of our stakeholders. To maximise the use of scarce resources, funding must be allocated effectively and be based on corporate priorities and pre-determined deliverables.
- We have a commitment to continuous improvement and efficiency of our internal business support practices and project undertakings.
- An adopted collaborative methodology across the enabling functions, as well as with external agencies, allows ACARA's management of finances to remain robust and evolve with technological and regulatory changes.
- The use of data and analytics to inform evidence-based decision-making and increased internal stakeholder engagement enhances this capability.

### Technology

- ACARA will continue to strive to deliver public value through contemporary technologies aligned to global trends, driving efficiency and consistency through fit-for-purpose technology investments, while reducing risk and improving compliance.
- ACARA will focus its efforts on the following areas of technology strategy:
  - enhancing and maintaining robust data governance
  - driving contemporary digital channel strategy
  - adopting best practice digital productivity practices.
- Technology strategy areas will be supported by:
  - developing and implementing consistent artificial intelligence (AI) strategies and policies
  - hardening of our systems and data against cybersecurity threats.

ACARA will apply best practice in global technology trends to support business outcomes using a cloud-first technology approach, implementing digital productivity tools, and promoting audience-led digital content design and use of AI where appropriate.



## Our oversight of risk

ACARA maintains a risk management framework consistent with ISO 31000 and the Commonwealth Risk Management Policy. ACARA's risk management framework is supported by a risk-based internal audit plan. The plan provides assurance of key controls and assists ACARA to achieve its objectives by aligning internal audit activity to the areas of greatest risk.

ACARA's Board; Audit, Risk and Finance Committee; executive and staff all play a role in managing risk. These roles range from identifying and reporting risks, implementing and monitoring controls, considering emerging risks, reviewing ACARA's risk register, and ensuring the risk management framework is fit for purpose.

### The ACARA Board will:

- define ACARA's approach to risk management, including how this approach supports the achievement of strategic objectives
- set ACARA's risk appetite and tolerance
- review ACARA's emerging and corporate risk registers regularly to ensure they capture the key risks facing ACARA
- ensure appropriate strategies are in place to manage risks.

### The Audit, Risk and Finance Committee will review and provide advice on:

- ACARA's financial performance and reporting, and its external financial statement responsibilities
- the appropriateness of ACARA's risk management framework and controls to effectively identify and manage risks

- ACARA's approach to managing key risks, including those associated with program implementation and individual projects
- ACARA's fraud control framework
- the approach followed in establishing ACARA's business continuity planning arrangements and whether it is sound and effective
- key roles and responsibilities relating to risk management and adherence to them by officials of ACARA.

### ACARA's Executive Leadership Team will:

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





## Key risks to ACARA's capability

Risk	Risk mitigations
<p><b>National curriculum, assessment and reporting delivery</b></p> <p>ACARA's key curriculum programs, assessment and reporting projects and services do not meet education ministers' policy intent, or are not delivered on time or on budget.</p>	<p>ACARA's forward work plans and budgets are approved by all education ministers. ACARA's CEO is the Senior Responsible Officer for the National Assessment Program. ACARA has a framework of policies, procedures and guidance in place to support operational activities, and progress against the work plan is reported to the ACARA Board and education ministers.</p>
<p><b>People</b></p> <p>ACARA does not have the right people with the right skills and capabilities to deliver on education ministers' key priorities.</p>	<p>ACARA's People Strategy sets clear strategic people priorities and is a key enabler of our Strategic Plan. The priorities to attract and retain talent, develop talent, foster diversity and wellbeing, and enable our future workforce are aligned to ACARA's values of respect, integrity, commitment, innovation and professionalism, and reflect commitment to the <i>Work Health and Safety Act 2011</i>.</p>
<p><b>Stakeholders</b></p> <p>Ineffective engagement with stakeholders constrains collaboration, innovation and achievement of work plan objectives.</p>	<p>ACARA ensures effective stakeholder engagement through an advisory structure and information-sharing groups that support ACARA's governance structure. ACARA monitors the role, remit and membership of these groups to ensure they remain fit for purpose, particularly as programs evolve.</p>
<p><b>Information technology architecture</b></p> <p>ACARA's information communication technology (ICT) services, including capability and processes, do not adequately support the effective delivery of programs, projects and services.</p>	<p>ICT is embedded in ACARA's business activities, and risks that could compromise the delivery of programs, projects and services are managed. ACARA's ICT Strategy intends to drive efficiencies and increase consistency through fit-for-purpose technology investment, robust enterprise security and platform consolidation, reduction of risk, and improved compliance.</p>



Risk	Risk mitigations
<p><b>Information management</b></p> <p>ACARA’s governance and management of information does not effectively protect data, assets and key payments.</p>	<p>Information management is embedded in ACARA’s business activities, and risks that could compromise the security of classified and sensitive data and information are managed. ACARA adheres to guidelines issued by the Australian Signals Directorate’s Australian Cyber Security Centre and complies with Commonwealth information management legislation.</p>
<p><b>Authorising environment</b></p> <p>ACARA’s strategic model is challenged through a changing external environment including changing regulatory and funding architecture, multiple reform agendas, community expectations, technological change and global advancements.</p>	<p>ACARA proactively monitors its external environment and strategically positions itself as an independent (inter-governmental) agency through effective stakeholder engagement. ACARA maintains a sound governance structure through the Board; Audit, Risk and Finance Committee; and Executive Leadership Team.</p>
<p><b>Work health and safety</b></p> <p>An at fault or avoidable incident occurs at an ACARA workplace that threatens the health and/or safety of staff or visitors.</p>	<p>ACARA is committed to complying with the <i>Work Health and Safety Act 2011</i> and providing a workplace that enables all work activities to be carried out in a healthy and safe environment. ACARA maintains a Workplace Health and Safety (WHS) Policy, WHS Management Plan and a Workplace Health and Safety Committee.</p>





## Our key activities and our performance

### Overview

This section of the corporate plan summarises how we plan to address our purposes over the quadrennium (2024–25 to 2027–28).

Our performance information, considered by ACARA's Audit, Risk and Finance Committee and approved by the ACARA Board in August 2024, is presented under each purpose – referring to related overarching work and our key activities to be undertaken over the next quadrennium.

How achievement against our work will be kept in check is set out in terms of performance criteria, the method for measuring achievement for each criterion and related targets.

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

### Revisions to performance measures

An asterisk (\*) indicates where a criterion or year is new or has been revised since the publication of the 2023–24 to 2026–27 corporate plan. Revisions to performance information is when needing to better reflect directions made by education ministers and related expectations of jurisdictions around work to be undertaken by ACARA and when.





## NATIONAL CURRICULUM

Key actions and performance measures: 2024–25 to 2027–28

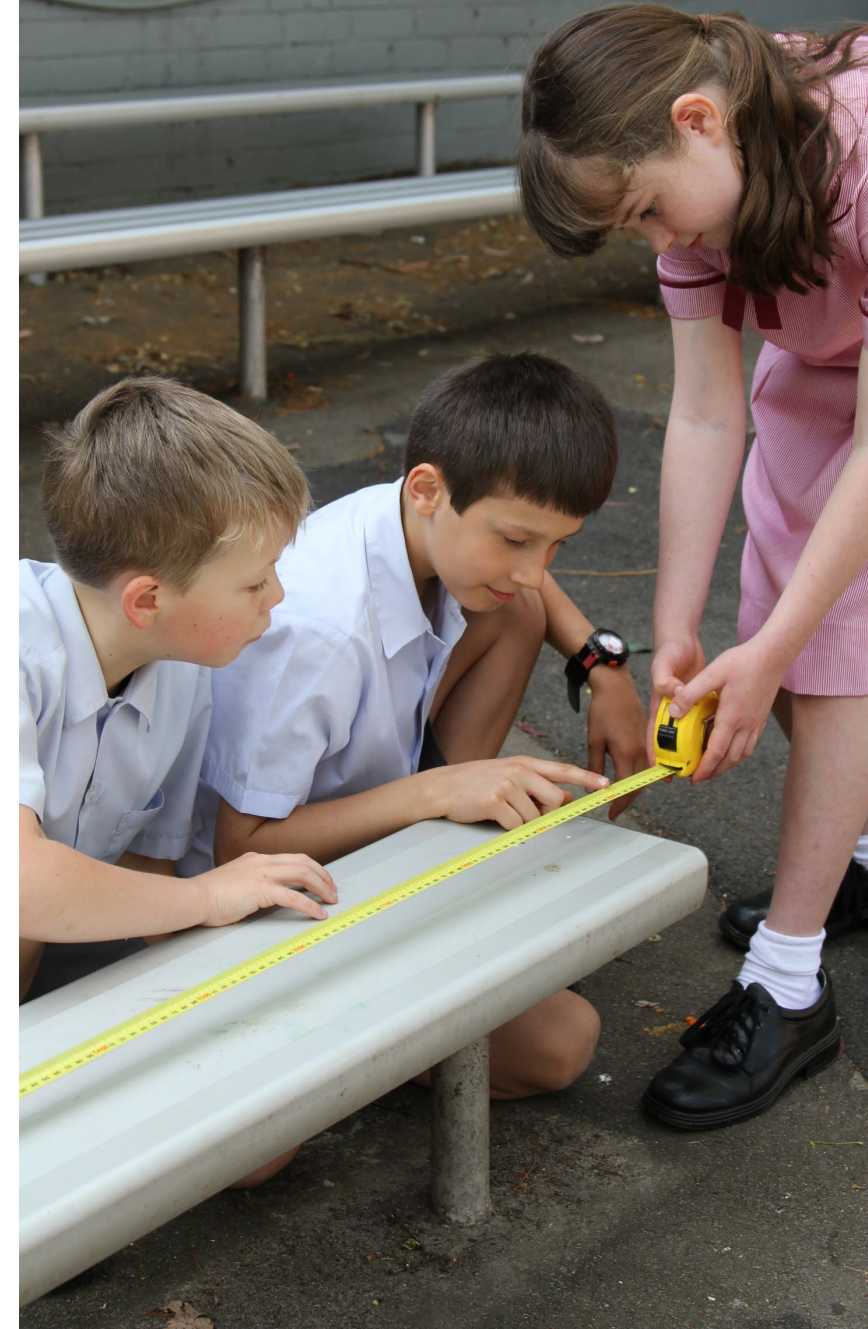
**Provide a world-class curriculum from Foundation to Year 12 in specified learning areas agreed to by the Education Ministers Meeting.**

### Overarching work

- *Develop, update and maintain the Australian Curriculum and support its implementation.*
- *Provide authoritative Australian Curriculum advice to stakeholders and facilitate information sharing, collaboration and support for the Australian Curriculum.*
- *Monitor the effectiveness of the Australian Curriculum and undertake research to inform national policy and practice.*

### Key actions

- Maintain and enhance the online functionality and quality of information and resources on the new Australian Curriculum, Version 9.0 website and maintain the Version 8.4 website until all jurisdictions are implementing the Australian Curriculum, Version 9.0.
- Develop and publish high-quality resource materials and other information to support teachers to understand the content of and implement the Australian Curriculum.
- Facilitate information sharing with, and provide expertise and advice to, stakeholders, Commonwealth/state/territory departments of education and non-government school authorities to support familiarisation and implementation of the Australian Curriculum.
- Develop a monitoring and evaluation process to gather the necessary information to inform the next review of the Australian Curriculum
- Begin a review of the Australian Curriculum in line with the review cycle process agreed by education ministers.







Performance criteria	Year reported on	How criteria will be measured	Performance target
A review cycle for the Australian Curriculum is developed.	2024–25*	Support from stakeholders on the proposed review cycle is recorded.	Australian Curriculum Review cycle frequency is approved by EMM.
The number of users accessing the Australian Curriculum, Version 9.0 support resources increases.	2024–25 2025–26 2026–27 2027–28	The Australian Curriculum, Version 9.0 website analytics data shows more people accessing support resources.	The number of resources being accessed from the Australian Curriculum, Version 9.0 website shows annual growth.
Work samples for learning areas/subjects are made available on the Australian Curriculum, Version 9.0 website.	2025–26	Work samples for all learning areas are developed in liaison with key stakeholders and annotated on the Australian Curriculum, Version 9.0 website.	Work samples for all learning areas/subjects are published on the Australian Curriculum, Version 9.0 website.
Australian Curriculum, Version 9.0 implementation support resources (including professional learning) that meet the needs of teachers are available through the Australian Curriculum, Version 9.0 website.	2024–25 2026–27	Feedback from schools/teachers on support resources is received through a survey.	The initial 2024–25 survey results show at least 60% satisfaction level with support resources, and results for 2026–27 show improvement on the 2024–25 survey results.



## NATIONAL ASSESSMENT

Key actions and performance measures: 2024–25 to 2027–28

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

### Overarching work

- *Implement National Assessment Program (NAP) reforms.*
- *Research, develop and support activities required for high-quality assessments.*
- *Manage the planning, development, delivery and reporting for NAPLAN.*
- *Manage the planning, development, delivery and reporting for the NAP sample assessments.*

### Key actions

- Deliver the NAPLAN assessments and NAP sample assessments annually.
- Report NAPLAN results using agreed proficiency standards and improve the presentation of NAPLAN results.
- Continue the implementation and further refinement of NAP Opt-in assessments with the introduction of digital literacy, and civics and citizenship, in addition to science literacy.
- Lead the Future National Assessment program to enhance the assessment experience for students and functionality for system administrators, test administrators and schools.
- Publish NAPLAN and NAP sample national results, and provide reports for individual schools opting in to NAP assessments.





Performance criteria	Reported on in annual report:	How criteria will be measured	Performance target
NAPLAN and NAP sample assessments are delivered as agreed by education ministers.	2024–25 2025–26 2026–27 2027–28	Jurisdictions accept respective results data.	National results for NAPLAN and NAP sample assessments are published.
NAP Opt-in assessments are available for schools.	2024–25 2025–26 2026–27 2027–28	Schools that choose to opt in can access available opt-in assessments.	All schools that opt in to NAP assessments receive related reports.

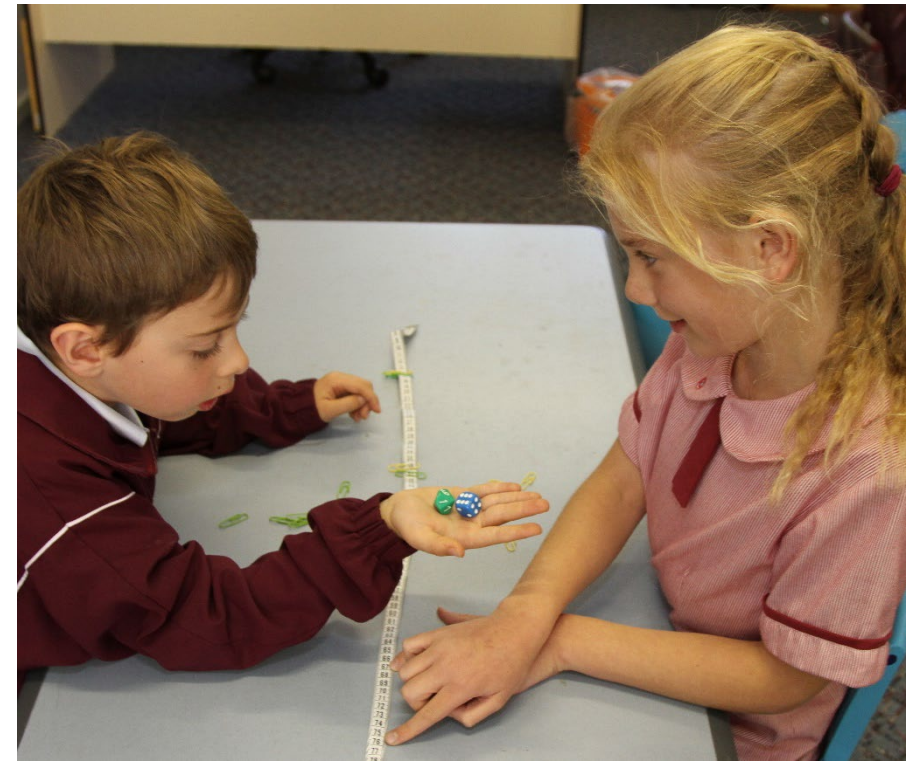


## NATIONAL DATA AND REPORTING

Key actions and performance measures: 2024–25 to 2027–28

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

Overarching work	Key actions
<ul style="list-style-type: none"><li>• <i>Monitor and, where necessary, review the existing national key performance measures for schools, and produce a comprehensive and authoritative national report.</i></li><li>• <i>Manage the collection and quality assurance of data, and provide national school information, including through the My School website.</i></li><li>• <i>Manage the sharing and dissemination of data.</i></li></ul>	<ul style="list-style-type: none"><li>• Undertake work relating to the Measurement Framework for Schooling in Australia, as directed by education ministers and in consultation and collaboration with jurisdictions.</li><li>• Review the format of national reports (National Report on Schooling in Australia, NAPLAN and NAP sample) by making greater use of online functionality to enhance the user experience.</li><li>• Develop and implement any agreed new indicators on My School and enhance the website in accordance with any actions agreed by education ministers.</li><li>• Prepare content of the National Report on Schooling in Australia, and refresh and update the National Report on Schooling data portal.</li><li>• Provide data to jurisdictions, ACARA's reporting advisory groups and systems, and approved research applicants in accordance with agreed protocols.</li></ul>







Performance criteria	Year reported on	How criteria will be measured	Performance target
Data relating to schooling in Australia is progressively published through the data portal.	2024–25 2025–26 2026–27 2027–28	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.
Level of stakeholder satisfaction with the My School website is measured.	2025–26	Website survey of users is conducted.	Stakeholder satisfaction with the My School website is at least 60%.





## NATIONAL COLLABORATION AND LEADERSHIP

Key actions and performance measures: 2024–25 to 2027–28

- **Provide effective national leadership in curriculum development, educational assessment and national reporting.**
- **Pursue the national education agenda with jurisdictions, the non-government education sector and relevant stakeholders, and identify opportunities for reform.**

### Overarching work

- *Communicate information about ACARA's work and achievements to partners, stakeholders and the broader community.*
- *Provide national leadership in curriculum, assessment, data collection and reporting directly and in collaboration with the Commonwealth, states, territories, non-government sector, AITSL, Education Services Australia, AERO and other stakeholder groups, and ensure liaison with key stakeholders across all matters relating to curriculum, assessment and reporting.*

### Key actions

- Lead national communications and engagement relating to the F–10 Australian Curriculum, Version 9.0, agreed improvements to the NAP and related national reporting.
- Respond to agreed national curriculum, assessment, data and reporting policy, and provide timely, quality advice to AESOC and education ministers.
- Work in partnership with jurisdictions around directions agreed by all education ministers and provide quality advice that facilitates effective decision-making.
- Maintain a system of review of ACARA's advisory structure to ensure it is fit for purpose.
- Inform, strengthen and promote general community understanding of the significance of national curriculum, assessment and reporting processes.
- Build on ACARA's reputation for world-class curriculum, assessment and reporting programs by supporting learning opportunities requested by international delegations.





Performance criteria	Year reported on	How performance is measured	Targets
An advisory structure that is fit for purpose is in place.	2025–26 2027–28	Review of advisory structure is undertaken every 2 years. Survey of members is conducted in 2023 and 2025.	Survey of advisory group members in 2025–26 shows level of satisfaction is at least 60% with the 2027–28 survey showing improvement on the 2025–26 results.
ACARA maintains good quality stakeholder relationships.	2025–26 2027–28	Survey of key stakeholders is undertaken every 2 years, conducted in 2023 and 2025.	Survey of stakeholders in 2025–26 shows level of satisfaction is at least 60% with the 2027–28 survey showing improvement on the 2025–26 results.
A transparent reporting process and structure are maintained.	2024–25 2025–26 2026–27 2027–28	Progress reports on the agendas of the ACARA Board and ACARA’s Audit, Risk and Finance Committee meetings are distributed to education ministers.	Progress reports against the annual work plan are submitted at least 5 days in advance of each meeting of the ACARA Board and ACARA’s Audit, Risk and Finance Committee, and submitted to education ministers before the end of September.





## CAPABILITY AND RISK

### Performance measures

Performance criteria	Year reported on:	How performance is measured	Targets
The correct systems are in place that support the organisation to work efficiently and effectively.	2024–25 2026–27	An internal review of the People Strategy and ICT Strategy is conducted.	Revised People and ICT strategies are published on ACARA's internal site.
Employees show improved level of satisfaction with the learning and development trainings provided.	2025–26 2027–28	Survey of staff is held during the reporting period.	Overall satisfaction with training and development for ACARA employees is at least 70%.
ACARA has a safe, adaptive and inclusive work culture.	2025–26 2027–28	Survey of staff is held during the reporting period.	80% of staff view ACARA as having a positive work culture.
Risk management is integrated into business operations and risk capability/maturity – commensurate with the needs of the organisation – is achieved.	2024–25 2026–27	Comcover risk management benchmarking survey is completed in 2023, 2025 and 2027.	The overall risk maturity and target state risk maturity for each of the 5 focus areas is achieved, in accordance with the 2023 and 2025 Comcover Risk Management Benchmarking Program.







## A snapshot of all targets

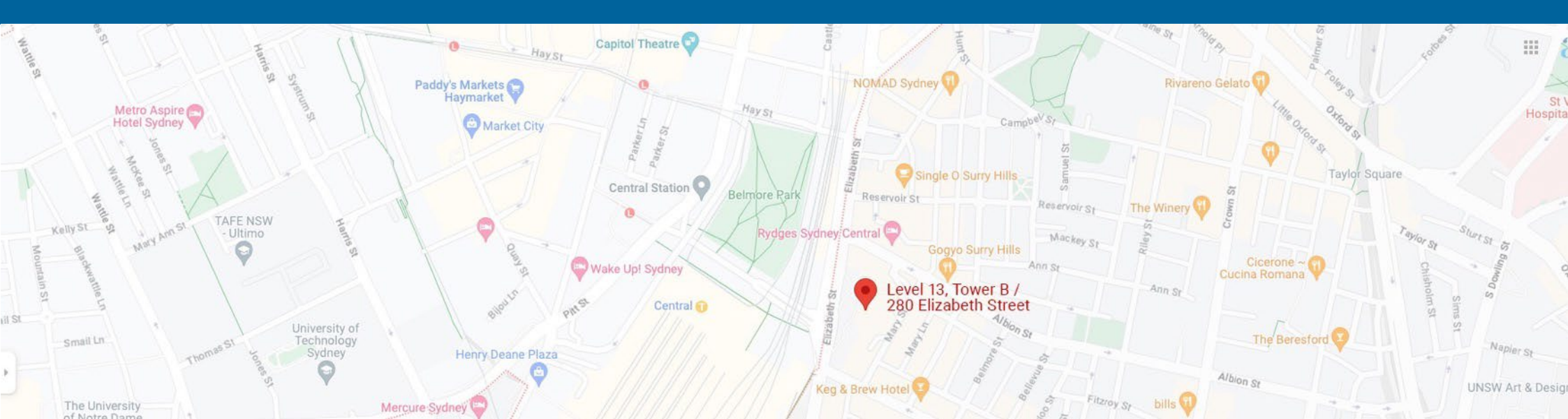
Targets	Year target is reported on:			
	2024–25	2025–26	2026–27	2027–28
Australian Curriculum Review cycle frequency is approved by EMM.	X*			
The number of resources being accessed from the Australian Curriculum, Version 9.0 website shows annual growth.	X	X	X	X
Work samples for all learning areas/subjects are published on the Australian Curriculum, Version 9.0 website.		X		
The initial 2024–25 survey results from schools/teachers show at least 60% satisfaction level with support resources, and results for 2026–27 show improvement on the 2024–25 survey results.	X		X	
National results for NAPLAN and NAP sample assessments are published.	X	X	X	X
All schools that opt in to NAP assessments receive related reports.	X	X	X	X
Data is released on the data portal at least 3 times during the year, including a high-level commentary relating to the data being released.	X	X	X	X
Stakeholder satisfaction with the My School website is at least 60%.		X		
Survey of advisory group members in 2025–26 shows level of satisfaction is at least 60% with the 2027–28 survey showing improvement on the 2025–26 results.		X		X
Survey of stakeholders in 2025–26 shows level of satisfaction is at least 60% with the 2027–28 survey showing improvement on the 2025–26 results.		X		X
Progress reports against the annual work plan are submitted at least 5 days in advance of each meeting of the ACARA Board and ACARA's Audit, Risk and Finance Committee, and submitted to education ministers before the end of September.	X	X	X	X
Revised People and ICT strategies are published on ACARA's internal site.	X		X	



Targets	Year target is reported on:			
	2024–25	2025–26	2026–27	2027–28
Overall satisfaction with training and development for ACARA employees is at least 70%.	X		X	
80% of staff view ACARA as having a positive work culture.		X		X
The overall risk maturity and target state risk maturity for each of the 5 focus areas is achieved, in accordance with the 2023 and 2025 Comcover Risk Management Benchmarking Program.		X		X







# contact



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