8 states and territories
The ACARA Act

(a) develop and administer a **national school curriculum**, including content of the curriculum and achievement standards, for school subjects specified in the Charter; and

(b) develop and administer **national assessments**; and

(c) collect, manage and analyse student assessment data and other data relating to schools and **comparative school performance**; and

(d) facilitate information sharing arrangements between Australian government bodies in relation to the collection, management and analysis of school data …
National agencies

[Logos of ACARA, AITS, and Education Services Australia]
ACARA’s Governance and Advisory Structure 2014–15

**ACARA BOARD**

**ACARA’S EXECUTIVE**

**Education Council**

**Audit and Risk Committee**

**Reference Groups:**
- National Assessment, Data, Analysis and Reporting (NADAR)
- F–12 Curriculum

**ACARA’s Governance and Advisory Structure**

**ADVISORY STRUCTURE**

- Reference Groups:
  - National Assessment, Data, Analysis and Reporting (NADAR)
  - F–12 Curriculum

Ongoing Expert Advisory Groups:
- ACARA Research and Data Committee
- Aboriginal and Torres Strait Islander Advisory Group
- Students with Disability Advisory Group
- Measurement Advisory Group
- National Testing Working Group
- Recognition of Alternative Curriculum

Short-term (Pop-up) Expert Groups:
- Data analytics
- My School indicators (attendance, finance, etc.)
- Measurement Framework for Schooling
- National Report on Schooling
- Marking
- Sample assessment
- Assessment frameworks
- Online testing
- Primary curriculum
- Languages curriculum

**Ongoing information sharing groups:**
- Curriculum Directors Group
- NAP National Communications Group

**Ongoing Expert Groups:**
- Ongoing groups. May only meet once or twice a year
  - Expert input and advice on options
  - Membership sought through nomination process and/or direct invitation
  - Expertise required clearly defined

**Short-term Expert Groups:**
- Areas where ACARA may call for expertise 2014–15
  - Meet as required (may only meet once)
  - Expert advice on the development of options relating to ACARA work
  - Membership sought through direct invitation and/or nomination process. May be a sub-committee of another group. Small groups.
  - Expertise required clearly defined

**Audit and Risk Committee**

**ACARA BOARD**

**Australian Education, Early Childhood Development & Youth Senior Officials Committee (AEEYSOC)**

**School Policy Group**

**Data Strategy Group**

**Online Assessment Working Group**
Overview of ACARA

Structure
— Curriculum
— Assessment and Reporting
— Corporate Services – HR, ICT, Finance
— Communication and Strategic Relations
— Office of the CEO - Board Secretariat
Australian Curriculum

The Australian Curriculum sets consistent national standards to improve learning outcomes for all young Australians. It sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. It is the basis for future learning, growth and active participation in the Australian community. ACARA develops the Australian Curriculum through rigorous, consultative national processes.

F-10 Curriculum
In 2014, Foundation to Year 10 Australian Curriculum is being implemented in all states and territories of Australia. It includes learning areas, general capabilities and cross-curriculum priorities that together support 21st century learning. More information

Senior Secondary Curriculum
Fifteen senior secondary Australian Curriculum subjects across English, mathematics, science, history and geography have been developed in consultation with teachers, education authorities, academics, peak bodies and industry. More information

Student Diversity
The Australian Curriculum promotes excellence and equity for all students by providing a challenging curriculum from which rigorous, relevant and engaging learning programs can be developed that address individual learning needs. More information

Welcome to our new website!
Thank you to all who gave us feedback on the test website, you’ll see our new site offers improved navigation and functionality and a number of exciting new features, including the ability to:
• see ‘What’s New’
• select and filter curriculum elements such as subjects, strands and year levels
• view each subject on a single screen
• view multiple subjects across a number of year levels, to allow curriculum connections to be made
• download and print documents in Word as well as PDF
• provide targeted feedback on curriculum elements such as

Scootle
Scootle provides digital resources for teachers and students mapped to the Australian Curriculum. http://www.scootle.edu.au

Language Learning Space
The Language Learning Space (LLS) provides learning resources and services for students and teachers of Chinese, Japanese and Indonesian languages.

What’s new
Public consultation: Turkish and Hindi language curricula
Language curricula for Turkish and Hindi have been released for public consultation. You can find the language curricula and provide feedback on the curricula at the Australian Curriculum consultation website. Read the news item on the ACARA website.

acara
AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY
National assessment

Welcome to the website for the National Assessment Program (NAP). NAP provides the measure through which governments, education authorities and schools can determine whether or not young Australians are meeting important educational outcomes.

The National Assessment Program is run at the direction of the Education Council. It includes:

- the National Assessment Program — Literacy and Numeracy (NAPLAN)
- three-yearly NAP sample assessments in science literacy, civics and citizenship, and information and communication technology (ICT) literacy
- international sample assessments

On this website you will find more information about NAPLAN and NAP sample assessments. There is also information on the future delivery of NAPLAN online.

This information is useful for parents and carers, schools, state and territory authorities and the wider community.
My School

A note from ACARA

The 2015 update of My School was published on 2 March 2015. Professor Barry McGaw’s term as Chair of ACARA’s Board concluded on 7 May 2015. See the ACARA website for more information.

My School is a unique and innovative online resource provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA). It provides up-to-date quality data on more than 5,500 Australian schools.

The number of visitors to the site each year – over 1.4 million user sessions in 2014 – reveal the continuing interest in it.

With 2014 data added, there are now seven years over which you can compare a particular school’s progress in its students’ levels of literacy and numeracy with those of schools serving students from similar social backgrounds or similar starting points in literacy and numeracy. The site also permits comparisons of the resources available to a school, both overall and per-student.

This year, My School has been updated to include attendance data based on Indigenous status, an initiative of the Council of Australian Governments (COAG) to help improve attendance rates. We have also refreshed the look and feel of the website.

All of this functionality makes My School an extremely valuable tool for parents and carers, school leaders, school staff and members of school communities, as well as policy-makers. As the site enters its fifth year, it is routinely used to help parents make informed decisions about their child’s schooling, and contributes to both policy discussions and public debates. We welcome discussion that paves the way to improve outcomes for our students – both now and in their future years.

Professor Barry McGaw AO
ACARA

• National content and achievement standards – www.australiancurriculum.edu.au

• National assessment program – www.nap.edu.au

• National reporting – www.myschool.edu.au and National Report
The national curriculum

• Developed through a rigorous national approach
• ACARA draws on the best talent and expertise available in each subject area
• Our approach is inclusive, robust and cost effective – bringing knowledge and resources from around the country
• We benchmark all that we do against the best in the World and draw on contemporary research to inform our decisions
F-10 Australian Curriculum structure

8 Learning areas

3 Cross-curriculum Priorities

7 General Capabilities

3 Cross-curriculum Priorities

Aboriginal and Torres Strait

Islander Histories and Cultures

Asia and Australia’s Links with Asia

Sustainability

Literacy

Numeracy

ICT Capability

Critical and Creative Thinking

Personal and Social Capability

Intercultural Understanding

Ethical Understanding
A curriculum for the 21st century: learning areas

- English
- Mathematics
- Science
- Humanities and social sciences (History, Geography, Economics and Business, Civics and Citizenship)
- Health and physical education
- Languages (11 languages currently available)
- The Arts (Dance, Drama, Media Arts, Music, Visual Arts)
- Technologies (Design and Technologies and Digital Technologies)
A curriculum for the 21st century: general capabilities

- Literacy
- Numeracy
- ICT
- Critical and Creative Thinking
- Personal and Social Capability
- Intercultural Understanding
- Ethical Understanding
<table>
<thead>
<tr>
<th>General capabilities</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Humanities &amp; Social Sciences</th>
<th>The Arts</th>
<th>Health &amp; physical education</th>
<th>Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>History</td>
<td>Geography</td>
<td>Civics &amp; citizenship</td>
<td>Business &amp; economics</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>53</td>
<td>41</td>
<td>34</td>
<td>50</td>
<td>50</td>
<td>47</td>
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<tr>
<td>Numeracy</td>
<td>3</td>
<td>98</td>
<td>26</td>
<td>8</td>
<td>58</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ICT capability</td>
<td>11</td>
<td>13</td>
<td>10</td>
<td>6</td>
<td>22</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Creative &amp; critical thinking</td>
<td>59</td>
<td>43</td>
<td>37</td>
<td>85</td>
<td>83</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>Personal &amp; social skills</td>
<td>26</td>
<td>0</td>
<td>11</td>
<td>28</td>
<td>16</td>
<td>77</td>
<td>20</td>
</tr>
<tr>
<td>Ethical understanding</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>28</td>
<td>17</td>
<td>78</td>
<td>56</td>
</tr>
<tr>
<td>Intercultural understanding</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>49</td>
<td>20</td>
<td>31</td>
<td>3</td>
</tr>
</tbody>
</table>
A curriculum for the 21st century: cross-curriculum priorities

• Aboriginal and Torres Strait Islander histories and cultures
• Asia and Australia’s links with Asia
• Sustainability
### Percentage of content descriptions tagged to each cross-curriculum priority

**Australian Curriculum website – June 2015**

<table>
<thead>
<tr>
<th>Cross-curriculum priorities</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>History</th>
<th>Geography</th>
<th>Civics &amp; citizenship</th>
<th>Business &amp; economics</th>
<th>Dance</th>
<th>Drama</th>
<th>Media arts</th>
<th>Music</th>
<th>Visual arts</th>
<th>Health &amp; physical education</th>
<th>Design &amp; technologies</th>
<th>Digital technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait histories and cultures</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>19</td>
<td>31</td>
<td>23</td>
<td>23</td>
<td>35</td>
<td>2</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Asia and Australia’s engagement with Asia</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Sustainability</td>
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<td>0</td>
<td>5</td>
<td>4</td>
<td>16</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>22</td>
<td>11</td>
</tr>
</tbody>
</table>
ACARA’s curriculum development process

Four interrelated phases:
• Shaping
• Writing
• Implementing/publishing
• Monitoring and evaluation
A lot of work goes into the Australian Curriculum
Key documents

- Melbourne Declaration on Educational Goals for Young Australians (PDF 978 KB)
- The Shape of the Australian Curriculum paper v4.0 (PDF 401 KB)
- Curriculum Design Paper v3.1 (PDF 383 KB)
- Curriculum Development Process v6.0 (PDF 1.4 MB)
- Monitoring and evaluation of the Australian Curriculum (PDF 323 KB)
In 2015

• No matter where students live they now have access to the same curriculum content and their achievements can be assessed against the same achievement standards.
Senior secondary
Australian Curriculum

• 15 senior secondary subjects across English, mathematics, science, history and geography are available for state and territory use

• State and territory authorities determine assessment and certification specifications for their courses

• ACARA will work with states and territories to determine directions for further senior secondary Australian Curriculum subjects
Current work

• Languages curricula (Framework for Aboriginal Languages and Torres Strait Islander Languages; Hindi; Turkish; Auslan; Classical languages)
• Annotated work samples
• STEM project
• Collaborative Assessment project
• Preparation for release of version 8.0 of Australian Curriculum website
Current work

• Monitoring (research and benchmarking)
• Curriculum Connections (financial literacy; outdoor education)
• Alignment of NAP with the Australian Curriculum content
• International Projects (Kingdom of Saudi Arabia; Brazil)
Assessment and Reporting
National assessment of literacy and numeracy

• NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy.

• Four areas of reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.
National Minimum Standards:

• Key expectations in literacy and numeracy if students are to successfully progress through school
• If not achieved, students may need intervention and support in literacy and numeracy to progress satisfactorily through school
Common Assessment Scale

- Understanding the common assessment scale
- Shows status and gain throughout each student’s years of schooling
- Enables achievement of all students to be monitored
Minimum Standards and Common Scale
Result and gain

- NAPLAN **results** are reported as a mean scale score and by performance relating to the national minimum standard.
- **Gain** refers to the difference in students’ achievement levels between two testing years.
- **State relativities**
Reports

- **Student report** features
- **Example** of Year 7 student report
- NAPLAN National Report (2 stages)
- *My School* website
A changing landscape

• Continual refinements and improvements to NAPLAN (2014 – 2016)
• Highlight achievement and growth
• Federal, State and Territory education ministers have agreed that NAPLAN will move online from 2017, over a two-to-three year period.
• Significant planning, development, research and trialling to ensure we are all ready to move NAPLAN online.
• State/territory/jurisdiction education authorities will:
  – make decisions about the logistics and timing to move NAPLAN online for their sector.
  – will lead implementation.
Expanding the debate…

What is a “successful” school?
Advantages of moving online

• NAPLAN online will provide better assessment, more precise results and faster turnaround of information.

• NAPLAN online will mean that the tests better meet the needs of all students, including those with a disability.

• NAPLAN online will use adaptive ‘tailored testing design’ which gives students questions better suited to their achievement level, resulting in better assessment and more precise results.
Why computer adaptive (TTD) testing?
NAPLAN online research program

• Essential studies to move online

• Informed by “best practice in Australia and internationally

• Therefore every study focuses on 4 key questions:
  – What does the research show?
  – What are the “lessons learned” in other programs?
  – How do these “lessons” apply to the Australian/NAPLAN context?
  – How do “real” students react when they sit for online items (Cognitive Interviews)
# NAPLAN online research and development plan

<table>
<thead>
<tr>
<th>Study</th>
<th>Purpose of study</th>
</tr>
</thead>
</table>
| **1. Trialling study - 2015**              | To evaluate:  
|                                            | • item and testlet performance  
|                                            | • testlet construction and targeting of items  
|                                            | To finalise parameters for TTD in all domains (numeracy, reading, spelling, G&P)                                                              |
| **2. Device effect study - 2015/2016**     | What is the magnitude of measurement invariance when NAPLAN is delivered across devices?  
|                                            | Are there variances that are specific to domains?                                                                                             |
| **3. Readability and layout study - 2015** | Investigate students’ engagement with Reading prompts and material in NAPLAN Reading tests; investigate the presentation of material on the screen, access to the material during the tests, options for scrolling, and manipulating size and position of the Reading prompts |
### NAPLAN online research and development plan cont.

<table>
<thead>
<tr>
<th>Study</th>
<th>Purpose of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Impact of accessibility adjustments on performance - 2016</td>
<td>Need accurate/valid measures of proficiency of all students, including those using adjustments</td>
</tr>
<tr>
<td>5. Autoscoring (Automated scoring of writing essays) - 2015/2016</td>
<td>Conduct research needed to complete customisation of AES. Does customisation of algorithms provide valid results for NAPLAN writing? Setting of algorithms for training of marking</td>
</tr>
<tr>
<td>6. Scaling study (includes linking study) - 2016</td>
<td>Establish the online scale in advance of the 2017 NAPLAN tests in order to provide faster turnaround of NAPLAN results using the representative sample of Australian schools and students.</td>
</tr>
<tr>
<td>7. Proficiency levels and standards - 2016</td>
<td>Establish new and enhanced proficiency standard(s) and performance bands for NAPLAN tests aligned with the new Assessment Framework and Australian Curriculum</td>
</tr>
</tbody>
</table>
# NAPLAN online Item Types

<table>
<thead>
<tr>
<th>Interactive Item Type</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choice</strong></td>
<td>Select one or more options by clicking checkboxes or buttons</td>
</tr>
<tr>
<td><strong>Inline choice</strong></td>
<td>Select an option from a drop-down list</td>
</tr>
<tr>
<td><strong>Interactive gap match</strong></td>
<td>Drag options to blank spaces within text.</td>
</tr>
<tr>
<td><strong>Text entry</strong></td>
<td>Typing into an answer box – short response</td>
</tr>
<tr>
<td><strong>Extended text</strong></td>
<td>Typing into an answer box – long response.</td>
</tr>
<tr>
<td><strong>Hot text</strong></td>
<td>Select predefined words or phrases from a text passage by clicking.</td>
</tr>
<tr>
<td><strong>Interactive match</strong></td>
<td>Classify sources into categories by dragging them into the appropriate cell of a table.</td>
</tr>
<tr>
<td><strong>Match</strong></td>
<td>Classify sources into categories by clicking checkboxes in a grid</td>
</tr>
<tr>
<td><strong>Interactive match (draw lines)</strong></td>
<td>Match sources to destinations by dragging out lines from a list of sources to a list of destinations.</td>
</tr>
<tr>
<td><strong>Interactive order</strong></td>
<td>Drag sources into correct order</td>
</tr>
</tbody>
</table>
# NAPLAN online Item Types

<table>
<thead>
<tr>
<th>Interactive Item Type</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence</td>
<td>Order sources by numbering them from 1 to n.</td>
</tr>
<tr>
<td>Slider</td>
<td>Drag a slider marker along a slider bar to select a numerical value.</td>
</tr>
<tr>
<td>Hotspot</td>
<td>Select predefined regions on an image by clicking them.</td>
</tr>
<tr>
<td>Select point</td>
<td>Select a point on an image by clicking.</td>
</tr>
<tr>
<td>Position object</td>
<td>Drag a source to position it correctly on an image</td>
</tr>
<tr>
<td>Interactive graphic order</td>
<td>Order hotspots on an image by dragging numbers from 1 to n to the hotspots.</td>
</tr>
<tr>
<td>Interactive associate</td>
<td>Associate pairs of sources by dragging them into table columns</td>
</tr>
<tr>
<td>Interactive graphic associate</td>
<td>Associate pairs of predefined regions on an image by dragging out lines between them</td>
</tr>
<tr>
<td>Interactive graphic gap match</td>
<td>Drag sources onto predefined hotspots on an image</td>
</tr>
<tr>
<td>Drawing</td>
<td>Use system drawing tools to construct an image</td>
</tr>
</tbody>
</table>
NAPLAN online Project Plan
Next Steps
Keeping in touch

• ACARA Update
• Stakeholder briefings
• Social media

@ACARAeduau and @ACARA_CEO
ACARAeduau
ACARAeduau
ACARAeduau
ACARAeduau
Questions
Thank you