

# acara

AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY



## Annual Report 2010–2011



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## Establishment and Functions

ACARA has three broad responsibilities:

1. to develop a national curriculum for all primary and secondary students;
2. to develop and manage a nationwide assessment program, including the National Assessment Program - Literacy and Numeracy;
3. to collect, analyse and report data on school performance.

ACARA was established on 8 December 2008 under the Commonwealth *Australian Curriculum, Assessment and Reporting Authority Act 2008* (the ACARA Act) and commenced operations with the appointment of the ACARA Board in May 2009. It is a cooperative enterprise between state and federal jurisdictions, receiving funding for its activities jointly from the Australian Government and state and territory governments.

## Mission

ACARA's mission is to develop a world-class national curriculum and national assessment and reporting system, so that all young Australians can become successful learners, confident and creative individuals, and active, informed citizens. Our work is underpinned by the conviction that:

- each student can achieve high standards, given sufficient time, effort and support;
- Australian teachers perform to high standards given appropriate training, opportunities and support for their professional practice;
- excellence in schooling is supported by a national commitment to transparency, best practice, collaboration and evidence-based approaches to improvement.

## Future Directions

Within the framework of the ACARA Strategic Plan 2010-2013, ACARA will continue to work towards:

- developing a rigorous, world-class national curriculum from Foundation to Year 12 called the Australian Curriculum, to cater for and engage all Australian students;
- consolidating a robust national assessment program that measures students' progress;
- aligning the national assessment program with the Australian Curriculum;
- enhancing national data collection and reporting programs that support accountability and improvement;
- building productive partnerships that foster a national approach and support improvement across the sector; and
- aligning governance and operations within ACARA and creating a high performance organisation that fully meets the expectations of the Australian public.

## Annual Report Requirements

This Annual Report has been prepared in compliance with the *Commonwealth Authorities and Companies Act 1997* and the *Commonwealth Authorities and Companies (Report of Operations) Orders 2008*.

# Letter of transmittal

**acara** AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY

Level 10, 255 Pitt Street, Sydney NSW 2000  
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The Hon Peter Garrett AM MP  
Minister for School Education, Early Childhood and Youth  
Parliament House  
Canberra ACT 2600

15 October 2011

Dear Minister

In accordance with Section 9 of the *Commonwealth Authorities and Companies Act 1997*, I am pleased to submit the annual report on the operations of the Australian Curriculum, Assessment and Reporting Authority (ACARA) for the financial year ended 30 June 2011.

The 2010-2011 financial year saw ACARA delivering on a number of key responsibilities set by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). This included the launch of the more sophisticated *My School* 2.0 website, additional special provisions being offered to students with disability to encourage maximum participation in NAPLAN tests and ministerial endorsement of the Australian Curriculum from Foundation up to Year 10 for the learning areas of English, mathematics, science and history. This is a significant achievement in Australian education, enabling all Australian students to have the opportunity to learn from the same world class, modern national curriculum.

I wish to acknowledge the directions set by the Ministerial Council, advice and input from the Australian community and in particular the school education sector, and the hard work of the ACARA Board, Executive and staff in achieving the Authority's objectives.

Yours faithfully



Professor Barry McGaw AO, PhD  
Chair

# Annual Report 2010–2011



## Overview

## 1.1 Chair's foreword

In ACARA's first full year in operation, the organisation established itself as part of the educational landscape in Australia, publishing the first model of the *My School* website, undertaking consultation on a national curriculum, as well as coordinating the delivery and marking of 2010 NAPLAN tests. In its second full year, 2010-2011, ACARA consolidated these achievements with further development of its national programs on curriculum, educational assessment and reporting.

ACARA's single most important achievement in 2010-2011 was the endorsement in December 2010 by Commonwealth, state and territory education ministers of the first four learning areas of the Australian Curriculum - English, mathematics, science and history from Foundation to Year 10 (F-10). This marks the first time that Australia has adopted a uniform curriculum across all states and territories, and the realisation of a dream that has motivated educators for many decades.

Just as historic was the release of the *My School* 2.0 website in March 2011. Publication was later than anticipated because of difficulties in

finalising accurate financial data for all schools but the result gives the community the most detailed picture to date of what is happening within schools.

The new version of the website provides data on schools' recurrent income and capital expenditure at schools. It also depicts students' gains in literacy and numeracy for the first time along with the 2010 NAPLAN results. The measures of gain are obtained from results in NAPLAN 2008 and NAPLAN 2010 for students who were in the same school in the two years. ACARA broke new ground also with graphical presentations of data that combine information on mean results, margins of error and on whether differences are large enough to be noteworthy.

ACARA again coordinated the development, administration and marking of national assessment tests in literacy and numeracy, as well as oversaw the assessment of a national sample of students in civics and citizenship. To further support the testing process and minimise test incidents, ACARA also strengthened the *National Protocols for Test Administration*.

In the year ahead, ACARA looks forward to releasing further sections of the Australian Curriculum for public consultation through the various stages, from initial advice papers to finalised learning curricula, and to further improving its programs for testing and assessment.



Professor Barry McGaw AO, PhD

Chair



## 1.2 CEO's report

ACARA's second year in operation was a challenging one, with much accomplished under tight deadlines and in a complex policy environment. It was a year of both consolidation and innovation in which ACARA reached full operational strength with a workforce headquartered primarily in Sydney.

Towards the end of the year, new governance arrangements were implemented to enable more direct engagement of stakeholders and to facilitate more timely decision making. In addition protocols were developed to regulate the flow of data and engagement with all key stakeholder groups.

### ACARA's Achievements

The first four learning areas of the Australian Curriculum - English, mathematics, science and history (F-10) were endorsed by federal, state and territory education ministers in December 2010. This was a truly historic event as it signalled that all Australian young people will be studying the same curriculum for the first time, regardless of jurisdiction, and with resources common to all students and teachers.

In January 2011, the *Shape of the Australian Curriculum: Languages* paper was released for consultation. This paper sets out a vision for the languages curriculum that seeks to significantly enhance the teaching of languages in schools in the future.

ACARA also held consultations leading to the publication in January 2011 of the *Shape of the Australian Curriculum: Geography*. The draft shape paper for the Arts was also released and put to the community for consultation. Meanwhile, work commenced on initial advice papers for other learning areas such as

health and physical education and design and technology, as well as on the delivery of the curriculum to students with special needs.

*My School 2.0* was released in March 2011, with approximately 150,000 unique visitors checking the site in its first 24 hours alone. This followed difficult and complex work to implement a revised method for calculating the Index of Socio-Educational Advantage (ICSEA) and for collecting comparable data on the recurrent income and capital expenditure of all schools. *My School 2.0* provides parents, teachers and the community with key information on schools that has previously not been available. This required close coordination between education departments, school systems, independent school associations and individual schools to ensure the data are accurate and fair.

As part of the National Assessment Program (NAP), a Civics and Citizenship Sample Assessment was administered to approximately 13,650 students in Years 6 and 10 across Australia in October and November 2010. In May 2011, the 2011 NAPLAN tests were administered to over one million students in Years 3, 5, 7 and 9 across Australia. In preparation for these tests, ACARA worked to improve the consistency and integrity of administrative arrangements and to trial alternative delivery mechanisms for students with disability.

### ACARA's People

In 2010-2011, ACARA filled all positions in its Sydney headquarters and established an office in Perth for a unit of its assessment business group. ACARA worked to put in place arrangements to support its staff to work from across Australia, established a performance

## 1.2 CEO's report

management system and initiated a review of its information and communication technology arrangements.

ACARA's Perth office, co-located within the University of Western Australia, was initially intended to operate as a research and development unit. Subsequently, it has been tasked with responsibilities relating to ACARA's development of tests.

ACARA's staff are drawn from a diverse range of backgrounds, experiences and locations, and have worked closely together to attain the achievements set out above. I extend a sincere thank you to everyone who has been a part of ACARA's success over the past year.



Dr Peter Hill

Chief Executive Officer



## 1.3 History and profile

### History

ACARA was established in December 2008 and became operational at the end of May 2009.

On 28 May 2009, then Minister for Education, the Hon Julia Gillard MP, announced the appointment of the ACARA Board members.

ACARA quickly consolidated the work begun by the Interim National Curriculum Board (INCB). It developed and launched a school reporting website [www.myschool.edu.au](http://www.myschool.edu.au) to provide information about school performance to the Australian community.

The INCB was wound down in May–June 2009, and all responsibilities were transferred to ACARA.

### Purpose, Enabling Legislation and Functions

ACARA is responsible for delivering a national curriculum, a national assessment program, and national data collection and performance reporting programs.

ACARA was established under the *Australian Curriculum, Assessment and Reporting Authority Act 2008* (ACARA Act) by the Parliament of the Commonwealth of Australia on 8 December 2008.

ACARA is a cooperative enterprise between state and federal jurisdictions and its activities are jointly funded by Commonwealth, state and territory governments.

ACARA's work contributes to improving the quality and consistency of school education in Australia through a national curriculum, national assessment, data collection, and performance reporting.

The ACARA Act outlines ACARA's functions, which are to:

- develop and administer a national school curriculum, including curriculum content and achievement standards, for school subjects specified by the Ministerial Council's Charter for ACARA;
- develop and administer national assessments;
- collect, manage and analyse student assessment data and other data relating to schools and comparative school performance;
- facilitate information-sharing arrangements between Australian government bodies in relation to the collection, management and analysis of school data;
- publish information relating to school education, including information relating to comparative school performance;
- provide school curriculum resources services, education research services and other related services;
- provide information, resources, support and guidance to the teaching profession;
- perform other related functions.

### Directions of the Ministerial Council

Section 7 (3) of the ACARA Act requires ACARA to perform its functions and exercise its powers in accordance with the Charter set by the Ministerial Council on Education, Employment, Training and Youth Affairs. This has since become the Ministerial Council for Education, Early Childhood Development and Youth Affairs (the Ministerial Council).

## 1.3 History and profile

ACARA reports to the Ministerial Council and to the Commonwealth Minister for Education, including in relation to requirements under the *Commonwealth Authorities and Companies Act 1997 (CAC Act)*. The Ministerial Council provided ACARA with a Charter which forms the basis of ACARA's activities.

### Responsible Minister

From 14 September 2010, the Minister responsible for ACARA was the Hon Peter Garrett AM MP, Minister for School Education, Early Childhood and Youth. For the earlier part of this financial year, the Minister responsible for ACARA was the Hon Simon Crean, MP, Minister for Employment and Workplace Relations, Minister for Education, and Minister for Social Inclusion.

### Location

ACARA's headquarters are at Level 10, 255 Pitt Street, Sydney, NSW 2000.



## 1.4 ACARA's Board and committees

### The ACARA Board

The ACARA Board is responsible for ensuring the proper and efficient performance of the Australian Curriculum, Assessment and Reporting Authority's functions.

The Board is comprised of 13 members who are nominated by federal, state and territory education ministers as well as by the National Catholic Education Commission (NCEC) and the Independent Schools Council of Australia (ISCA). No changes were made to the membership of the Board during 2010–2011, with Professor Barry McGaw AO continuing in his role of Chair and with Mr Tony Mackay serving as the Deputy Chair.

During the reporting period, the Board was supported by three committees, with all members of the Board and the committees being non-executive.

### Assessment and Reporting Committee

The Assessment and Reporting Committee is comprised of nine members and is chaired by Professor Barry McGaw. The Committee is responsible for providing advice, assurance and assistance on ACARA's national framework for assessment and reporting.

Additionally, the Committee is supported by a number of working groups and advisory panels, which provide advice on ACARA's national assessment and reporting work.

### Curriculum Committee

The Curriculum Committee is chaired by Mr Tony Mackay and has nine members. It advises the ACARA Board on key structural and organisational matters in relation to

curriculum development and implementation. The Curriculum Committee is also supported by a number of working groups and advisory panels.

The last meeting of the Curriculum Committee was held in April 2011. Revised governance arrangements have since been approved by the ACARA Board.

### Audit and Risk Committee

The ACARA Board established an Audit and Risk Committee at its second meeting on 29 June 2009 in compliance with Section 32 of the *CAC Act*. The Committee is chaired by Ms Dianne Kerr and is comprised of four members, including one member who is independent of the Board. The Audit and Risk Committee provides assurance and assistance on ACARA's risk, control and compliance framework and its external accountability responsibilities.





# Annual Report 2010–2011



## Performance

## 2.1 Provision of a national curriculum

### Overview

ACARA is responsible for the development of a world-class national curriculum from Foundation (F) to Year 12 to enable all young Australians to become successful learners, confident and creative individuals, and active, informed citizens.

Work on the Australian Curriculum is guided by the 2008 Ministerial Council's *Melbourne Declaration*, which set the direction of Australian schooling for the following decade. According to the declaration, the national curriculum will 'equip all young Australians with the essential skills, knowledge and capabilities to thrive and compete in a globalised world and information rich workplaces of the current century'. The national curriculum is to be accessible to all young Australians, regardless of their social or economic background, or the school they attend.

The process for developing the national curriculum is outlined in ACARA's *Curriculum Development Process*, available on the ACARA website at [www.acara.edu.au](http://www.acara.edu.au). This process has four stages: shaping, writing, implementation, evaluation and review.

The overall development of the Australian Curriculum is guided by the *Shape of the Australian Curriculum* which is approved by education ministers. The first version of the shape paper was published in May 2009, to guide the development of the Australian Curriculum for English, mathematics, science and history.

The first phase of curriculum development began in 2008 under the direction of the Interim National Curriculum Board (INCB), with the development of the F-10 curriculum for the learning areas of English, mathematics, science and history for implementation from 2011.

A second phase involves development of national curriculum in languages, geography

and the Arts. The third phase will address other learning areas identified in the Melbourne Declaration, including design and technology, health and physical education, ICT, economics, business, and civics and citizenship.

The Australian Curriculum F-12 comprises content descriptions, elaborations, achievement standards and annotated work samples, which are published online. ACARA also collaborates with other agencies, for example with Education Services Australia, about online resource discovery and access.

In addition to its focus on learning areas, the Australian Curriculum also pays particular attention to general capabilities. They encompass skills, behaviours and dispositions that students develop and apply to content. The Australian Curriculum includes seven general capabilities: literacy, numeracy, information and communication technology competence, critical and creative thinking skills, personal and social competence, ethical behaviour and intercultural understanding. These are addressed in each learning area as appropriate. To ensure the strong and coherent inclusion of the general capabilities in the Australian Curriculum, ACARA has prepared a conceptual statement and learning continuum for each capability. These have been used to inform curriculum development in F-10 English, mathematics, science and history, and are included where appropriate in the content of the four learning areas. The statements and continua will also inform future phases of curriculum development.

The Australian Curriculum needs to be relevant to the lives of students and to address the contemporary issues they face. With these considerations and the Melbourne Declaration in mind, the curriculum gives special attention to three priorities:

## 2.1 Provision of a national curriculum

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

These cross-curriculum priorities have a strong but varying presence depending on their relevance to the learning areas.

A set of overarching organising ideas have been developed for each cross-curriculum priority. These organising ideas capture the essence of the priority. Writers for each learning area apply these organising ideas in their area and embed them where they are most natural and powerful.

### Achievements

Over 2010–2011, ACARA made significant progress in developing the Australian Curriculum and achieved a number of milestones, notably the online publication of the F-10 Australian Curriculum for English, mathematics, science and history. ACARA has also been validating achievement standards for these learning areas in 2011.

In December 2010, education ministers agreed to the publication of the *Shape of the Australian Curriculum v2.0*. This revised version is subject to public comment and feedback, prior to a third version being submitted to ministers in October 2011. Meanwhile, the current version continues to provide a policy background for implementation of the first phase of curriculum development. It also guides the

development of the Australian Curriculum for geography, languages and the Arts and informs the initial work on the rest of the Australian Curriculum. The draft curriculum is being written for geography and shape papers are being finalised for the Arts and languages.

### Senior secondary curriculum development – English, mathematics, science and history

Senior secondary curriculum for English, mathematics, science and history has progressed from the shaping stage through to consultation of the draft curriculum. Re-drafting has now commenced. The focus of senior secondary curriculum development is on revising content and developing achievement standards for English, mathematics, science and history.

Following consultations in the middle of 2010, the feedback was reviewed by advisory panels together with the states and territories. Their analysis, along with ACARA's responses to the results of the consultation process, was part of a consultation report that informs the revision of the draft senior secondary Australian Curriculum.

### Recognition of alternative curriculum frameworks

Recognition of alternative curriculum frameworks such as the International Baccalaureate, Steiner and Montessori organisations is an ongoing process, and will be addressed by a recognition committee and panel.

*“As a classroom teacher I found today a very rewarding experience. It's exciting to see 'behind the scenes' and share resources with different organisations and teachers. It was nice to be able to share my personal experience/journey thus far and to have all of my questions answered.”*

Teacher comment in response to participating in national discussion

## 2.1 Provision of a national curriculum

### Geography, languages and the Arts curriculum development

ACARA continued to make progress in 2010–2011 with the development of the second phase of the Australian Curriculum. The draft *Shape of the Australian Curriculum: Geography* was published; writing of the curriculum is underway.

Extensive public consultation on the draft *Shape of the Australian Curriculum: the Arts* was completed. Feedback has since been analysed and a consultation report produced that will inform the development of the final shape paper and the writing of the curriculum.

The Languages National Forum was held in October 2010 to provide feedback on the *Initial Advice Paper*. The draft *Shape of the Australian Curriculum: Languages* was published for a ten-week public consultation period. At the end of 2010–2011, ACARA was analysing feedback and making revisions to the draft shape paper.

### Implementation support

Responsibility for implementing the Australian Curriculum lies with the relevant school authorities in each state and territory. ACARA is endeavouring to support coordinated implementation by providing information materials, and during the year 2010–2011 year, provided information on implementation plans across all states and territories and facilitated the sharing of strategies, approaches and planning.

To ensure the Australian Curriculum is accessible to students for whom English is another language or dialect (EAL/D), teacher resources have been developed in consultation with the EAL/D Working Group and the states and territories. These materials will assist teachers to support EAL/D students in accessing the Australian Curriculum.

### Phase 2 F-12 curriculum consultation at a glance:

#### Geography

- 64 state and territory participants attended national forum in October 2010
- 690 responses received to the draft shape paper online consultation survey
- 37 written submissions received from a wide range of stakeholders, including individuals, professional associations and industry

#### Languages

- 150 state and territory participants attended national forum in October 2010
- 2150 responses received to the draft shape paper online consultation survey (1913 from individuals, 236 from organisations)
- Over 160 submissions and over 550 letters received from a wide range of stakeholders

#### The Arts

- 1600 responses received to the draft shape paper online consultation survey
- 166 submissions received from a wide range of stakeholders (86 from individuals, 80 from organisations)

## 2.1 Provision of a national curriculum

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The Australian Curriculum   **acara** AUSTRALIAN CURRICULUM ASSESSMENT AND REPORTING AUTHORITY

Home Overview Curriculum General capabilities Cross-curriculum priorities FAQs Consultation

### Welcome to the Australian Curriculum online

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

**Developing the Australian Curriculum**

The screenshot shows a navigation menu with 'Home', 'Overview', 'Curriculum', 'General capabilities', 'Cross-curriculum priorities', 'FAQs', and 'Consultation'. The main content area features a welcome message and a photograph of two young students in a classroom setting. To the right of the text, there are several overlapping images of curriculum documents.

The rationale, aims, content descriptions and achievement standards published on the Australian Curriculum website in December 2010 were displayed as v1.0 of the Australian Curriculum.

ACARA Australian Curriculum, Assessment and Reporting Authority Log in | Register | Contact us | FAQs | Aa

The Australian Curriculum **CONSULTATION**   **acara** AUSTRALIAN CURRICULUM ASSESSMENT AND REPORTING AUTHORITY

Home F-10 Senior Secondary Across the Curriculum Surveys Guide

### Welcome to the Australian Curriculum consultation online

The Australian Curriculum consultation site allows you to read, review and provide feedback on draft curriculum materials as they become available for public consultation. Feedback can be provided through the consultation portal, by completing online questionnaires and by submitting additional comments via email. The feedback is used to revise and improve the draft materials so that the best possible quality Australian Curriculum documents are developed and published.

**Registered users login here**  
Username   
Password   
 [» Forgotten password?](#)  
[» Register now!](#)

#### Cross-curriculum priorities in Consultation

ACARA is conducting consultation on the **cross-curriculum priorities** from 20<sup>th</sup> July 2011 to 9<sup>th</sup> September 2011. Following consultation, cross-curriculum priorities materials will be revised prior to publication on the Australian Curriculum website in November 2011.

[Download the Survey](#)

#### General capabilities in Consultation

Consultation for general capabilities has now closed. General capabilities materials will now be revised prior to publication on the Australian Curriculum website in November 2011. Completed responses should be emailed to [generalcapabilities@acara.edu.au](mailto:generalcapabilities@acara.edu.au) with the subject heading *General capabilities survey*.

#### Register to Provide Feedback

In order to comment or provide feedback you will need to register.

#### The Australian Curriculum

This is the Australian Curriculum consultation web site. View the published Australian Curriculum [here](#).

Australian Curriculum Consultation Portal: this site allows stakeholders and the general public to read, review and provide feedback on draft curriculum materials as they become available. The feedback is used to revise and improve the draft materials so that the highest quality documents are developed and published. Consultation also occurs through advisory groups and teacher forums.

## 2.1 Provision of a national curriculum

### Future Directions

In December 2010, the Ministerial Council asked ACARA to:

- establish a national common approach to achievement standards across all states and territories, as well as to trial and validate that approach;
- finalise a clear, overarching framework for the Australian Curriculum that assures the place and integrity of all learning areas within the context of the overall school curriculum as well as different state and territory structures; and
- develop curriculum content and achievement standards as required to meet the needs of special education students.

Validation of achievement standards for the F-10 English, mathematics, science and history curriculum is a key focus for the remainder of 2011, with revised achievement standards to be submitted to the Ministerial Council for approval in October and for publication shortly afterward.

Late in 2011, version 2 of the *Shape of the Australian Curriculum* will be available for comment. The revised version will be submitted to the Ministerial Council in October 2011. It will take into account work completed in 2011 on the whole curriculum.

ACARA will continue to work with special education experts and key stakeholders to develop curriculum content and achievement standards. This will extend the Australian Curriculum 'map' to include learning sequences for students working at levels currently outside of the F-10 curriculum framework, such as towards the Foundation achievement standard.

Drafting of senior secondary curriculum for English, mathematics, science and history will continue, with a further round of national public consultation planned for the first quarter of 2012.

Writing of the F-12 geography curriculum is progressing with consultation on the draft curriculum to occur in the last quarter of 2011 and early 2012. Final shape papers for the Arts and languages are also expected to be released in 2011; curriculum writing will commence and continue into 2012.

ACARA published conceptual statements and continua for the seven general capabilities for public consultation in mid 2011. Following analysis of the consultation data, the materials will be revised and submitted to the Ministerial Council for approval. The materials will support teachers and schools who wish to use them.

In 2011, ACARA advised the Ministerial Council on the development of the whole curriculum, covering all of the learning areas identified in the Melbourne Declaration, including design and technology, health and physical education, ICT, economics, business, as well as civics and citizenship.



## 2.2 Provision of a national assessment program

### Overview

The National Assessment Program (NAP) monitors progress towards the outcomes and targets of the *Melbourne Declaration* and those of the Council of Australian Governments (COAG).

Data from the NAP tests enable the measurement and reporting of individual student achievement against national standards and the comparison of various cohorts, such as school and year groups, both against national standards and each other. This way the success of programs can be tracked and areas requiring attention identified. Standardised reporting of NAP data informs decisions in education policy-making, practices and resourcing.

The aspects of NAP currently managed by ACARA include the National Assessment Program – Literacy and Numeracy (NAPLAN) and national sample assessments.

### History and purpose

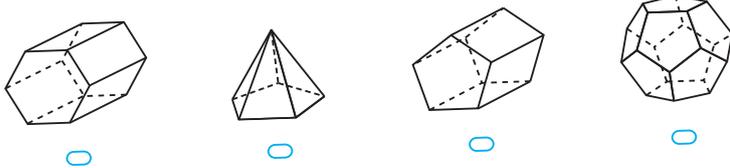
National assessments are conducted to enable accurate monitoring of student and school performance and progress.

In 2003, a rolling three-year cycle of national sample assessments in Science Literacy, Information and Communication Technology (ICT) Literacy and Civics and Citizenship was implemented. A sample of Year 6 students participated in Science Literacy assessments in the first year, followed in 2004 by Civics and Citizenship (Years 6 and 10) and ICT Literacy (Years 6 and 10) in 2005. The cycle was repeated from 2006.

Student samples of approximately five per cent of the student population at each year level were selected, representing all states and territories, school sectors, and socio-economic and cultural backgrounds.

ACARA's key assessment responsibility is the NAPLAN testing process, delivered for the first time in 2008. NAPLAN tests are undertaken by all students in Years 3, 5, 7 and 9 in Reading, Writing, Language Conventions and Numeracy.

**12** Ruth made a 3D object using only pentagons and rectangles as faces.  
Which object could she have made?



Test item from NAPLAN 2011 Year 5 Numeracy.

## 2.2 Provision of a national assessment program

### Test development process

ACARA is responsible for the centralised management of the testing programs with support from contracted expert organisations. Expert reviews and the recommendations of officials from all states and territories also inform these projects.

Test development is a collaborative process that brings together representatives of the federal, state and territory governments and the Catholic and independent school sectors. NAP tests have been informed by the curriculum and learning frameworks of the states and territories and with reference to the national *Statements of Learning*.

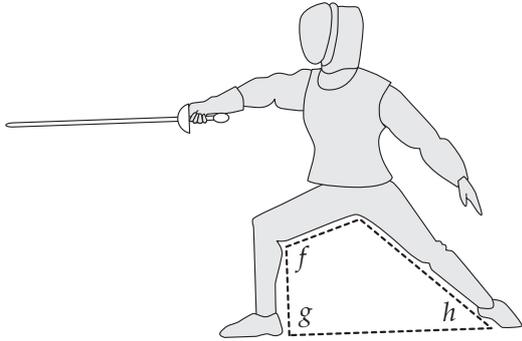
Test subject matter is carefully selected to ensure it is relevant and inclusive. Indigenous education experts provide culturally-specific feedback to state and territory assessment authorities regarding the suitability of test

items and the appropriateness of the stimulus materials for Indigenous students. Jurisdictions with students in remote and very remote areas provide feedback on the suitability of test materials for those students.

The development of innovative assessment items is essential in enabling students to demonstrate the variety of skills, understanding and knowledge described in the national *Statements of Learning*. Test items must be relevant to classroom teaching practices and school assessments, as well as conforming with educational assessment and measurement principles and practice.

The development cycle for the NAP tests is approximately 18 months. A large pool of test items is created, and these are extensively reviewed by expert panels, including from the states and territories. After this, selected items are trialled with sample student populations.

19 This picture shows a position used in the sport of fencing.



Which list shows the three angles  $f, g, h$  in **increasing** order of size?

$h, g, f$        $h, f, g$        $g, f, h$        $f, g, h$

Test item from NAPLAN 2011 Year 9 Numeracy (Calculator allowed).

## 2.2 Provision of a national assessment program

The development process for the 2011 NAP tests was rigorous and drew on the best available expertise within Australia to produce valid and reliable tests that capture data on student achievement across a number of learning areas. In line with the Melbourne Declaration, capabilities of special importance in the twenty-first century were addressed, including the development and trialling of ICT Literacy tests in 2010-2011.

Test item trialling provides data to confirm the suitability of items. Selected items with positive trial data are then available for inclusion in the final tests. NAPLAN 2011 items were trialled in August 2010, and trialling of the 2011 NAP ICT Literacy items for the October 2011 tests was undertaken in March 2011.

### Equating and analysis

Equating enables tests in future years to be placed on a similar base line of difficulty as previous tests. This ensures valid comparisons can be made between student performances across different years. Under the NAPLAN project, an equating study comprising an equivalent set of tests was completed by a sample of students who also sat the NAPLAN tests.

This equating and analysis process underpins reports provided to parents, schools and state, territory and federal governments. It also underpins the annual national reporting of NAPLAN results.

Information reported to parents and schools can be used to identify students' individual needs and to support teaching and learning in the classroom.

### Test administration

NAPLAN tests are administered in states and territories by local Test Administration

Authorities, within the agreed framework of the *National Protocols for Test Administration*. These protocols establish standards and quality controls for aspects of testing such as test materials security; uniform testing conditions; common directions and information for students, teachers and principals; and guidelines for providing special arrangements in test sessions for students with special needs.

In 2011, the *National Protocols* for NAPLAN were extensively enhanced, and a Code of Conduct was introduced. These measures support test integrity and aim to improve national consistency and fairness in the conduct of tests by clarifying appropriate practices.

ACARA's messages to the public and the education sector throughout the 2011 NAPLAN test period focussed on the importance of good pedagogical practices. In particular, they emphasised that although students should be familiar with the format of NAPLAN tests, over-preparation is unnecessary and inappropriate.

### Achievements

In August 2010, ACARA provided the NAPLAN test results of over one million students to states and territories for distribution to parents. In September 2010, ACARA published a Summary Report providing an accurate and meaningful overview of the results; and in early 2011 ACARA released a comprehensive, 558-page National Report, providing a detailed analysis of the 2010 test results data.

In late 2010, ACARA oversaw the NAP – Civics and Citizenship Sample Assessment tests, taken by over 13,600 students in 660 schools.

## 2.2 Provision of a national assessment program

In 2010-2011 ACARA managed the development of 18 error-free NAPLAN tests in a collaborative framework with states, territories and key education stakeholders. ACARA coordinated the delivery of over one million NAPLAN tests to students between 10 and 12 May 2011.

A revised writing test approach for NAPLAN 2011, requiring students to provide a persuasive response, was a further achievement. In April 2010, ministers determined that the writing test genre should change from narrative to persuasive, requiring ACARA to develop a new suite of materials to support the delivery, marking and reporting of the writing test. ACARA also engaged in a substantial communications exercise to provide information to schools and teachers about the change.

A significant highlight of ACARA's assessment work during the year was the national agreement on a thorough revision of the *National Protocols for Test Administration*, including the introduction of a code of conduct to improve practices around test integrity and to ensure maximum participation by students.

### Future Directions

In future years, NAPLAN will be referenced against an assessment framework based on the new Australian Curriculum to ensure alignment between the tests and teaching and learning. Following implementation of the Australian Curriculum in schools, NAPLAN tests will be aligned with the curriculum.

ACARA constantly reviews its testing program to ensure that it is of the highest standard, with regard to quality, accessibility, and test content and structure. ACARA continues to investigate ways to maximise participation in NAPLAN by the largest possible number of students. Although Australian students consistently perform well by global standards, there is room for improvement, particularly at the lower achievement levels. By identifying where help is needed, resources can be allocated more equitably and inequality reduced.

### National assessments at a glance

Around 5,000,000 NAPLAN test books printed.

Over 1,000,000 students in Years 3, 5, 7, 9 participated in NAPLAN tests.

Over 13,600 students in 660 schools participated in the Civics and Citizenship test.

1791 NAPLAN markers.

12 NAPLAN marking centres across Australia.

## 2.3 Provision of a national data collection and reporting program

### Overview

ACARA is committed to working with all school sectors to enhance and expand public reporting on school education in Australia. The aim is to publish information that is relevant locally and nationally, that is timely, consistent and comparable, and that can be used to improve school performance and student outcomes. ACARA publishes information through the *My School* website, the *National Report on Schooling in Australia*, and the NAPLAN Summary and National Reports.

### Achievements

#### *My School 1.0*

The first version of the *My School* website was published on 28 January 2010. The considerable public interest in this website is indicated by 4,654,348 visits to the website between 28 January 2010 and 31 February 2011. Furthermore, in August 2010, the website received the annual Australian Information Industry Association (AIIA) award for best eGovernment website.

#### *My School 2.0*

Enhancements introduced for version 2.0 of the website included the publication of financial data and gains in student achievement for each school. Other enhancements were made following consultation with stakeholders. The *My School* Working Party was convened

by ACARA in May 2010 at the request of the then Minister for Education, the Hon Julia Gillard MP. Its purpose was to provide advice on the *My School* website and on the development of additional school performance indicators. The majority of the Working Party's recommendations were endorsed by the ACARA Board and subsequently by the Ministerial Council for Education, Early Childhood Development and Youth Affairs.

Enhancements to *My School* were also informed by qualitative and quantitative research conducted by a market and social research firm between July and October 2010. The qualitative component involved four focus groups of parents in different parts of Australia (representing diverse social and cultural backgrounds) and two focus groups of teachers in July and August 2010. The quantitative online survey of 1,000 parents across Australia was held in October 2010. In general, feedback was positive in terms of the usefulness of *My School* to parents and of proposed enhancements to *My School 2.0*.

*My School 2.0*, which provided an expanded set of information about each school, was launched on 4 March 2011. The new pages provided:

- an easy-to-use profile page with key facts and figures;
- financial information for each school;
- an indication of students' literacy and numeracy achievement as they progress through school; and

### Parents' views about *My School 1.0*

83% of parents surveyed knew about *My School*.

68% of those who had used the site said it was likely they would revisit it.

59% said they felt better informed about their child's education.

66% said they could find the information they were looking for.

## 2.3 Provision of a national data collection and reporting program

- students' NAPLAN performance over a number of years.

### *Measurement Framework for Schooling in Australia*

The *Measurement Framework for Schooling in Australia* defines the national key performance measures (KPMs) for schooling, specifies the data sources for the KPMs and outlines the reporting cycle for the period 2010–2015. The agreed areas of performance monitoring are:

- achievement in the National Assessment Program (NAP), with a focus on literacy, numeracy, science literacy, civics and citizenship, and information and communication technologies; and
- participation and attainment, with a focus on engagement of young people in vocational education and training, school completion and attainment, and student attendance.

ACARA is responsible for revisions to the framework, in consultation with jurisdictions and sectors, and maintains the framework on behalf of MCEECDYA. ACARA published the *Measurement Framework for Schooling in Australia 2010* on 19 April 2011.

### *NAPLAN Summary and National Reports for 2010*

ACARA is responsible for the publication of the NAPLAN Summary Report and NAPLAN National Report. In 2010 three years of NAPLAN results were available, which enabled a comparison between cohorts across years to be made for the first time. The Summary Report was published in September 2010. The National Report, which included information on gains, was published in April 2011.

### Future Directions

The next annual update to the *My School* website is planned for the first half of 2012. In a year of consolidation, fewer changes are envisaged to *My School* 3.0 than were made for *My School* 2.0.

ACARA is exploring the feasibility of reporting school assets, as well as the feasibility of conducting school satisfaction surveys nationally in 2012. For the latter, a pilot survey is proposed for late 2011 to inform survey item quality and enable feedback from participating schools, jurisdictions and sectors.

The School Satisfaction Survey Working Group, representing all jurisdictions and sectors, has been convened to assist ACARA's progress with this work. Furthermore, consultation and engagement meetings have been held with peak parent bodies and peak

### **My School 2.0 at a glance**

Unique visitors to the website within the first month: 333,606.

Visits to the website within the first month: 521,029.

Average number of page views by each unique visitor within the first month: 18.44.

Number of schools and sub-campus listed: 9,529.

## 2.3 Provision of a national data collection and reporting program

principal associations, as well as with the Independent Education Union, the Australian Education Union, the Independent Schools Council of Australia and the National Catholic Education Commission.

ACARA will provide further updates and advice to the ministers in the latter part of 2011, and early in 2012, to inform further decisions by ministers as to the feasibility of rolling out a standard survey instrument at the national level.

Finally, development is under way to present NAPLAN results as HTML pages on the NAPLAN website.



## 2.3 Provision of a national data collection and reporting program

acara

### My School

Find a school | Glossary | More information | Contact us

[Bookmark this page](#) | A | TA

School profile | School finances | NAPLAN | **Results in graphs** | Results in numbers | Results in bands | Student gain | Similar schools | Local schools

**Elsewhere Primary School, Sydney, NSW**

**Results in graphs** [Play video](#)

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. [Visit the NAPLAN website.](#)

The graphs below display average NAPLAN scores for each [domain](#) in 2008, 2009 and 2010. The selected school's scores are displayed in blue. Average scores for schools serving students from statistically similar backgrounds and all Australian schools can also be viewed. The coloured icons indicate whether the school's scores are above (green) or below (red) the scores achieved by other schools.

Students	2008	2009	2010	Average
Assessed	95%	99%	99%	98%
Exempt	3%	-	1%	1%
Participation	98%	99%	100%	99%
Absent	1%	1%	-	1%
Withdrawn	1%	-	-	-
<b>Australian average participation</b>	<b>97%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>

School year: Year 3 | Domain: Reading | [Show results in numbers](#)

Band 9  
Band 8  
Band 7  
Band 6  
Band 5  
Band 4  
Band 3  
Band 2

2008      2009      2010      Average

Band | Selected school | Schools with similar students | All schools

Margin of error at 90% level of confidence  
 Average achievement of students in the school  
 Average achievement in schools serving students from statistically similar backgrounds and margin of error at 90% level of confidence

Selected school's average is  
**substantially above**  
**above**  
**close to**  
**below**  
**substantially below**  
 the average for schools serving students from statistically similar schools or the Australian schools' average

# Annual Report 2010–2011



## Management and Accountability

## 3.1 Governance and management framework

### Overview

ACARA maintains a strong commitment to transparent and ethical corporate governance. One of these responsibilities is that ACARA Board members are required to disclose to their fellow directors any material personal interest they may have in a matter relating to the affairs of the Authority. So that Board members can disclose potential or actual conflicts they might otherwise be unaware of, a list is provided at each Board meeting of any major procurements undertaken since the previous meeting. A formal record of all disclosures is maintained by ACARA.

Furthermore, ACARA's Code of Conduct, developed in 2009-2010, articulates the standards of behaviour expected from staff. These standards reflect ACARA's values, which staff must adhere to in the performance of their duties.

Finally, throughout 2010-2011, ACARA had a governance and advisory structure in place to support the provision of high quality, well informed advice to the ACARA Board and Ministerial Council. This structure was being reviewed in the latter part of 2010-11.

As a result of the review, the ACARA Board agreed to disband its two committees (the Curriculum Committee, and the Assessment

and Reporting Committee) and institute a range of new advisory groups. This shift will enhance the extent to which advice to the Board takes into consideration the views of key stakeholder groups and any relevant evidence base.

### Insurance and Indemnities

During 2010-2011, ACARA held insurance protecting directors and officers from liability for the consequences of managerial misconduct or negligence, to the extent that the provision of the indemnity is not prevented by applicable legislation.

### Audit and Risk Committee

The ACARA Board established an Audit and Risk Committee at its second meeting on 29 June 2009 in compliance with Section 32 of the *CAC Act*. The Committee is chaired by Ms Dianne Kerr and comprises four members, including one member who is independent of the Board. The Audit and Risk Committee provides assurance and assistance on ACARA's risk, control and compliance framework and its external accountability responsibilities.



## 3.2 Risk management

### Overview

ACARA has in place a Risk Management Policy and a Risk Management Framework which has been approved by its Audit and Risk Committee. It sets policies and guidelines for risk management at all levels of the organisation. The objectives are to:

- enable ACARA to proactively identify and manage its risks in a systematic and structured way;
- integrate the risk management process into strategic and business planning; and
- promote risk awareness and attention to the ongoing review, treatment, monitoring and reporting of risks throughout the organisation.

The structure of these documents and the corresponding implementation process, including terminology, assessment and evaluation criteria, are based on the *Australian Standard for Risk Management (AS/NZ 31000:2009)*.

### Fraud Control

ACARA's Fraud Control Plan and Policy was developed in accordance with the *Commonwealth Fraud Control Guidelines 2011*, issued by the Attorney-General's Department. The relevant standards are: *AS/NZ ISO 31000:2009 Risk – Principles and Guidelines* and *Australian Standard AS 8001-2008 Fraud and Corruption Control*. Under Australian Government policy, there is a requirement for all agencies to have in place a fraud control plan.

The core objectives of the Fraud Control Plan and policy are to identify potential fraud risk categories to which ACARA is exposed.



## 3.3 Financial management

ACARA's financial accountability and reporting responsibilities are set out in the *Commonwealth Authorities and Companies Act 1997* (CAC Act) and are based on the efficient, effective and ethical use of allocated resources. ACARA works within a financial control framework which ensures its responsibilities in respect of financial activities are appropriately and effectively administered.

### Financial Performance and Future Operations

#### Analysis of financial performance

ACARA operated above its annual budget for 2010-2011 and reported an operating loss of \$7.6 million. ACARA was granted permission from the Minister for Finance and Deregulation, Senator the Hon. Penny Wong, to access its accumulated surplus up to \$7.5 million, to support the operating loss of \$7.6 million. ACARA's high expenditure was partly due to a major development work undertaken in curriculum and reporting, including the finalisation of finance data for reporting on *My School 2.0*. ACARA's full departmental results are shown in the audited financial statements at Section 4 of this report.

Some of ACARA's main costs in 2010-2011 can be accounted for by staff salaries and on-costs, curriculum consultation required to finalise phase one curriculum, Foundation to Year 10, and finalising *My School 2.0*. The latter included hosting a call centre with staff able to address technical queries as well as qualified accountants to support non-government schools in finalising financial data required for school level reporting that was not collected by the DEEWR, and sourcing independent expert advice and assurance for school finance data. ACARA also fitted out and staffed a small office in Perth to accommodate assessment experts as part of the national assessment program and enhance national collaboration in assessment.

ACARA's recruitment activities in 2009-2010 and 2010-2011 meant it reached virtually full staffing capacity in 2010-2011, with its staff made up of both seconded personnel from state and territory education agencies, and contracted employees. Due to the number of key personnel seconded from other agencies the associated costs make up some of the larger financial transactions with third parties.

ACARA is a collaborative initiative funded 50 per cent by the Australian Government and 50 per cent by the states and territories of Australia.

Achievements during 2010-2011 included the launch of *My School 2.0*, endorsement of phase one of the Australian Curriculum, Foundation to Year 10, successful conduct of NAPLAN 2011 testing, release of the 2010 NAPLAN Summary and National reports, publication of the *Shape of the Australian Curriculum v2.0*. The ongoing development of the Australian Curriculum has and will continue to require extensive consultation with teachers and industry experts from around Australia and comprehensive school trialling across all school sectors. Expenditure for 2010-2011 was distributed across the three output areas of curriculum (36.5%), assessment (40.3%) and reporting (23.2%).

#### Factors that have affected or may affect operations

No major financial factors have impacted ACARA's operations to date. ACARA's operations are dependent upon funding from state, territory and Commonwealth governments.

#### Reportable events

Under Section 15 of the CAC Act, ACARA must notify the Minister for Education of 'Significant Events' as defined in the Act. ACARA experienced no events reportable under these provisions in 2010-2011.

## 3.4 Stakeholder management

### Overview

Given its position in the educational landscape and its responsibility for delivering curriculum, assessment and reporting programs, ACARA must manage relationships with a large and complex web of stakeholders on a daily basis. Stakeholders include national and state-based associations, teacher professional associations and unions, parents and citizens groups, academics, special interest groups which represent students with disabilities, remote and isolated students, and Defence Force families (to name but a few), as well a myriad of industry groups - all of whom have a direct interest in educational outcomes in Australia.

Over the course of 2010–2011, ACARA engaged and consulted with these groups as part of its commitment to demonstrating a collaborative approach to improving education in Australia. In addition to the various stakeholders outlined above, ACARA also maintained and built upon existing strong working relationships with jurisdictional partners, as well as with school sectors, systems, principals, teachers, students and parents in order to keep them informed of our activities.

ACARA also continues to participate in regular education sector events such as professional association conferences and in 2010–2011 maintained a two-page contribution in the trade journal *Education Review* as part of efforts to update principals and teachers about ACARA's work. A further communication channel is the ACARA Update, sent electronically from ACARA's offices to a database of subscribers consisting mostly of education professionals and stakeholders.

In 2010–2011, ACARA ran four websites as important channels for informing and receiving feedback from stakeholders:

- ACARA's principal site ([www.acara.edu.au](http://www.acara.edu.au))
- *My School* ([www.myschool.edu.au](http://www.myschool.edu.au))
- The Australian Curriculum ([www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au))
- National Assessment Program (originally [www.naplan.edu.au](http://www.naplan.edu.au), a revised version, [www.nap.edu.au](http://www.nap.edu.au) was released in the first half of 2011).

### Future Directions

In the coming year ACARA will keep up its close engagement with stakeholders.

ACARA will undertake extensive consultation and information programs about the next phases of the Australian Curriculum: the draft and final shape papers, drafts on learning area curricula, final drafts and implementation. This will include regular face-to-face meetings with key stakeholder groups such as principals' associations, teachers' associations, and unions, as well as more in-depth engagement with grass roots organisations and youth.

## 3.5 Workforce management

### Overview

ACARA's diverse workforce brings a valuable range of skills and expertise to the organisation and helps foster productive relationships within the education sector. Many staff members are considered leaders in their fields, and bring to their roles important local and international experience. They have been recruited or seconded from positions within state and territory education departments, curriculum, assessment and certification authorities and the non-government school sector; ensuring ACARA's workforce reflects the complexity and dynamism of Australia's education community.

### Highlights

In 2010–2011 ACARA focused on establishing a supportive and productive workplace environment that balances the need for a healthy work-life balance with the challenges of delivering core projects within short timeframes.

ACARA has successfully implemented a suite of policies and procedures that support equitable industrial relations and an employee relations framework, as well as an Occupational Health and Safety program, including the establishment of a Safety Consultation Committee. Further development in these areas is continuing.

### Organisational Structure

ACARA is made up of five business groups: Reporting; Assessment; Curriculum; the Office of the Chief Executive Officer (formerly the Strategy, Communication and Governance group); and Corporate Services.

Reporting is responsible for the development of the *My School* website and has two teams: data and policy. The data team collects, uses and

analyses school outcomes data and is responsible for reporting on a range of national performance indicators, while the policy team provides advice and briefings.

Assessment is responsible for the National Assessment Program. During 2010–2011, a Perth office was established that is responsible for developing test items and performing subsequent analyses.

Within the Curriculum business group, responsibilities are assigned for each of the learning areas under development. In addition, staff work in mixed groups with defined responsibilities for other key elements of the curriculum, such as the general capabilities and cross-curriculum priorities.

The CEO's Office is responsible for policy and statutory reporting, governance, communications, digital strategy and web development.

Corporate Services is responsible for finance and information technology, human resources and business services. The use of outsourcing to expert service providers enables access to the best practices in finance and IT systems capabilities.

### Staff Profile

As of 30 June 2011, ACARA's workforce was made up of 106 staff members, with 13 of these on secondment from state and territory education agencies.

A key part of ACARA's work involves collaboration with a wide range of advisory and reference groups from the states and territories. Although members of these groups are not represented in ACARA's staff profile, they make a significant national contribution to ACARA's work and achievements.

## 3.5 Workforce management

### Executive Team

The executive team is responsible for ACARA's day-to-day operations. The team has evolved with ACARA, and comprised the following staff over the course of the financial year:

- Chief Executive Officer: Dr Peter Hill
- General Manager, Curriculum, and Deputy CEO: Mr Robert Randall
- General Manager, Corporate Services and CFO: Ms Deborah Lambourne
- General Manager, Assessment: Mr Peter Adams
- Acting General Manager, Reporting: Mr Nathaniel Lewis (from June 2011)
- Acting General Manager, Reporting: Mr David Wasson (March 2010-May 2011)
- General Manager, Corporate Strategy and Governance: Ms Rosemary Naughton (June 2009-June 2011).

#### Chief Executive Officer: Dr Peter Hill

Dr Peter Hill became ACARA's inaugural Chief Executive Officer on 28 September 2009. Peter's previous experience includes posts as Secretary General to the Hong Kong Examinations and Assessment Authority, Board Member of the Australian Council for Educational Research (ACER) and the

Australian Research Council (ARC), a Trustee of the National Centre on Education and the Economy, USA, and Chair of the Board of Directors, Australian Principals Centre.

#### General Manager, Curriculum and Deputy CEO: Mr Robert Randall

Robert Randall was appointed General Manager, Curriculum in late 2009, and has since taken up the additional responsibilities of Deputy Chief Executive Officer.

Prior to taking up work on the new national curriculum, Robert was Director of Curriculum K-12 with the NSW Department of Education and Training.

#### General Manager, Corporate Services and CFO: Ms Deborah Lambourne

Deborah Lambourne is a senior executive with experience as Chief Operations Officer, Chief Financial Officer, and most recently has been Director Financial Strategy and Planning and General Manager Project Management Office at the University of Sydney. She has a strong track record in strategic planning, implementing change management initiatives to achieve greater organisational effectiveness and a return on investment. She has worked in the higher education, financial services and consumer finance sectors.



## 3.5 Workforce management

### Acting General Manager, Assessment: Mr Peter Adams

Peter Adams is General Manager, Assessment at ACARA. Peter was Project Director for the introduction in 2008 of the National Assessment Program – Literacy and Numeracy (NAPLAN). He then managed the 2009 NAPLAN and the NAPLAN equating study conducted in New Zealand and Australia. Peter was also responsible for project directing the scope and specification of the Schools Data and Reporting System – which became the *My School* website. His previous roles included: General Manager positions at Curriculum Corporation and ACER; Director Assessment and Testing for Pearson plc; Manager VCE Examinations; and Faculty Manager at The Royal Australian College of General Practitioners, Victoria. Peter also taught for 18 years in the Victorian school system.

### Acting General Manager, Reporting: Mr Nathaniel Lewis

Nathaniel Lewis has been involved in the reporting and management of national and international school data for over 10 years. Since joining ACARA in 2010, Nathaniel has managed the delivery of the *My School* website and improvements to the collection and publication of schools data for use in national reporting.



# Annual Report 2010–2011



## Financial Performance

## 4.1 Statement by Directors



### Statement by the Directors, Chief Executive Officer and Chief Financial Officer

In our opinion, the attached financial statements for the year ended 30 June 2011 are based on properly maintained financial records and give a true and fair view of the matters required by the Finance Minister's Orders made under the *Commonwealth Authorities and Companies Act 1997*.

In our opinion, at the date of this statement, there were reasonable grounds to believe that ACARA has sufficient funds to meet its debts as they fall due to 30 June 2012 under existing funding arrangements with the Commonwealth, State and Territory Governments.

The Directors have formed the opinion that ACARA will continue as a going concern beyond June 2012, premised on the following:

1. ACARA has received a letter from DEEWR, dated 10 August 2011, setting out the process whereby ACARA's funding for the 2012/13 - 2015/16 quadrennial period will be determined by Commonwealth, State and Territory ministers for education, stating "It is expected that ACARA's budget will be discussed further at the 14 October 2011 MCEECDYA meeting, where we expect it to be agreed in principle by Ministers. This is likely to be subject to each jurisdiction's negotiations with their treasuries through the various jurisdictional budget processes. Under current policy settings the expectation is that there will be continued financial support for ACARA".
2. There is the following statement within the *ACARA Act 2008*:

Section 44, *ACARA Act* (under the heading)

**"Review of role and functions"**

1. The Minister must cause a review of the Australian Curriculum, Assessment and Reporting Authority's ongoing role and functions to be conducted.
2. The review must:
  - (a) start 6 years after the commencement of this section [8 December 2008]; and
  - (b) be completed within 6 months [8 June 2015].
3. The Minister must cause a written report about the review to be prepared.
4. The Minister must cause a copy of the report to be laid before each House of Parliament within 15 sitting days after the Minister receives the report."

At the date of signing, no such review has been initiated.

This statement is made in accordance with a resolution of the directors.

Professor B McGaw, Chair

Dated this 27<sup>th</sup> day of September 2011

Handwritten signature of Professor B McGaw in blue ink.

Mr A Mackay, Deputy chair

Dated this 27<sup>th</sup> day of September 2011

Handwritten signature of Mr A Mackay in blue ink.

Dr P Hill, Chief Executive Officer

Dated this 27<sup>th</sup> day of September 2011

Handwritten signature of Dr P Hill in blue ink.

Ms D Lambourne, General Manager Corporate Services and Chief Financial Officer

Dated this 27<sup>th</sup> day of September 2011

Handwritten signature of Ms D Lambourne in blue ink.

## 4.2 Independent auditor's report



**INDEPENDENT AUDITOR'S REPORT**

**To the Minister for School Education, Early Childhood and Youth**

I have audited the accompanying financial statements of Australian Curriculum, Assessment and Reporting Authority for the year ended 30 June 2011, which comprise: a Statement by the Directors, Chief Executive Officer and Chief Financial Officer; the Statement of Comprehensive Income; Statement of Financial Position; Statement of Changes in Equity; Cash Flow Statement; Schedule of Commitments; Schedule of Asset Additions; and Notes comprising a Summary of Significant Accounting Policies and other explanatory information.

***Directors' Responsibility for the Financial Statements***

The directors of the Australian Curriculum, Assessment and Reporting Authority are responsible for the preparation of the financial statements that give a true and fair view in accordance with the Finance Minister's Orders made under the *Commonwealth Authorities and Companies Act 1997*, including the Australian Accounting Standards, and for such internal control as the directors determine is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

***Auditor's Responsibility***

My responsibility is to express an opinion on the financial statements based on my audit. I have conducted my audit in accordance with the Australian National Audit Office Auditing Standards, which incorporate the Australian Auditing Standards. These auditing standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Australian Curriculum, Assessment and Reporting Authority's preparation of the financial statements that give a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Australian Curriculum, Assessment and Reporting Authority's internal control. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the directors, as well as evaluating the overall presentation of the financial statements.

GPO Box 707 CANBERRA ACT 2601  
19 National Circuit BARTON ACT 2600  
Phone (02) 6203 7300 Fax (02) 6203 7777

## 4.2 Independent auditor's report

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

### **Independence**

In conducting my audit, I have followed the independence requirements of the Australian National Audit Office, which incorporate the requirements of the Australian accounting profession.

### **Opinion**

In my opinion, the financial statements of the Australian Curriculum, Assessment and Reporting Authority:

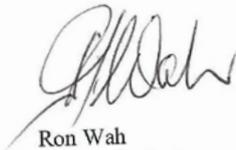
- (a) have been prepared in accordance with the Finance Minister's Orders made under the *Commonwealth Authorities and Companies Act 1997*, including the Australian Accounting Standards; and
- (b) give a true and fair view of the matters required by the Finance Minister's Orders including the Australian Curriculum, Assessment and Reporting Authority's financial position as at 30 June 2011 and of its financial performance and cash flows for the year then ended.

### **Emphasis of matter**

I draw attention to Notes 1.1 and 8 in the financial statements, which state that ACARA has not received confirmation of its quantum of funding beyond June 2012, the possible effect on ACARA's assets and liabilities if that funding is not confirmed, and the reasons for the directors continuing to prepare the financial statements for the year ended 30 June 2011 on a going concern basis.

My opinion, set out above, has not been modified in respect of this matter.

Australian National Audit Office



Ron Wah  
Audit Principal

Delegate of the Auditor-General

Canberra  
27 September 2011

## 4.3 Financial statement

### Statement of Comprehensive Income for the Period Ended 30 June 2011

	Note	2011 \$'000	2010 \$'000
<b>Expenses</b>			
Employee benefits	3(a)	8,496	2,894
Supplier expenses	3(b)	24,654	23,253
Depreciation and amortisation	3(c)	823	419
<b>Total expenses</b>		33,973	26,566
<b>Less:</b>			
<b>Own Source Income</b>			
<b>Revenue</b>			
Revenue from jurisdictions	4(b)	13,165	16,237
Interest	4(c)	465	216
Other revenue	4(d)	4	59
<b>Total revenue</b>		13,634	16,512
<b>Net cost of services</b>		(20,339)	10,054
Revenue from government	4(a)	12,692	19,351
<b>Total comprehensive income (loss) attributable to the Australian Government</b>		(7,647)	9,297

The above statement should be read in conjunction with the accompanying notes.

## 4.3 Financial statement

### Statement of Financial Position as at 30 June 2011

	Note	2011 \$'000	2010 \$'000
<b>Assets</b>			
<b>Financial assets</b>			
Cash and cash equivalents	5(a)	9,304	10,858
Trade and other receivables	5(b)	949	5,020
<b>Total financial assets</b>		10,253	15,878
<b>Non-financial assets</b>			
Property, plant and equipment	6	3,064	3,406
Intangibles	7	327	309
Other non-financial assets	9	53	89
<b>Total non-financial assets</b>		3,444	3,804
<b>Total assets</b>		13,697	19,682
<b>Liabilities</b>			
<b>Payables</b>			
Suppliers	10(a)	3,987	2,314
Grants in advance (Deferred Revenue)	10(b)	2,572	2,588
Other payables	10(c)	2,142	2,435
<b>Total payables</b>		8,701	7,337
<b>Provisions</b>			
Employee provisions	11	465	167
<b>Total provisions</b>		465	167
<b>Total liabilities</b>		9,166	7,504
<b>Net assets</b>			
<b>Equity</b>			
Retained surplus		4,531	12,178
<b>Total equity</b>		4,531	12,178

The above statement should be read in conjunction with the accompanying notes.

## 4.3 Financial statement

### Statement of Changes in Equity as at 30 June 2011

	Retained Earnings 2011 \$'000	Total Equity 2011 \$'000	Retained Earnings 2010 \$'000	Total Equity 2010 \$'000
<b>Opening Balance</b>				
Balance carried forward from previous period	12,178	12,178	2,881	2,881
Adjustment for errors	-	-	-	-
Adjustment for changes in accounting policies	-	-	-	-
<b>Adjusted opening balance</b>	12,178	12,178	2,881	2,881
Surplus / (deficit) for the period	(7,647)	(7,647)	9,297	9,297
Transactions with owners	-	-	-	-
Transfer between equity components	-	-	-	-
<b>Closing balance as at 30 June</b>	4,531	4,531	12,178	12,178

The above statement should be read in conjunction with the accompanying notes.

## 4.3 Financial statement

### Cash Flow Statement for the Period Ended 30 June 2011

	Note	2011 \$'000	2010 \$'000
<b>Operating Activities</b>			
<b>Cash received</b>			
Receipts from jurisdictions		29,493	37,789
Interest		465	216
Net GST received		420	-
Other cash received		4	59
<b>Total cash received</b>		30,382	38,064
<b>Cash used</b>			
Employees		(8,406)	(2,416)
Suppliers		(23,031)	(22,368)
Net GST paid		-	(1,007)
<b>Total cash used</b>		(31,437)	(25,791)
<b>Net cash from / (used by) operating activities</b>	12(b)	(1,055)	12,273
<b>Investing Activities</b>			
<b>Cash received</b>			
Investments		-	-
<b>Total cash received</b>		-	-
<b>Cash used</b>			
Purchase of property, plant and equipment		(499)	(1,415)
<b>Total cash used</b>		(499)	(1,415)
<b>Net cash flows used by investing activities</b>		(499)	(1,415)
<b>Net increase / (decrease) in cash held</b>		(1,554)	10,858
Cash and cash equivalents at the beginning of the reporting period		10,858	-
<b>Cash and cash equivalents at the end of the reporting period</b>	12(a)	9,304	10,858

The above statement should be read in conjunction with the accompanying notes.

## 4.3 Financial statement

### Schedule of Commitments as at 30 June 2011

	2011 \$'000	2010 \$'000
<b>By Type</b>		
<b>Commitments payable</b>		
Operating leases <sup>1</sup>	6,912	8,006
Project commitments	5,165	7,170
<b>Total commitments</b>	12,077	15,176
<b>Commitments receivable</b>	(1,098)	(1,380)
<b>Net commitments by type</b>	10,979	13,796
<b>By Maturity</b>		
<b>Commitments receivable</b>		
One year or less	573	751
From one year to five years	525	629
<b>Total commitments receivable</b>	1,098	1,380
<b>Commitments payable</b>		
<b>Operating lease commitments</b>		
One year or less	1,133	1,094
From one year to five years	5,779	6,912
<b>Total operating leases commitments<sup>1</sup></b>	6,912	8,006
<b>Project commitments</b>		
One year or less	5,165	7,060
From one year to five years	-	110
<b>Total project commitments<sup>2</sup></b>	5,165	7,170
<b>Net Commitments by maturity</b>	10,979	13,796

<sup>1</sup> Operating lease represents the accommodation at 255 Pitt St, Sydney to July 2016.

<sup>2</sup> Project commitments represent ACARA contracts for the provision of services from curriculum writers and advisors, experts in assessment and reporting from various agencies, organisations and individuals throughout Australia, as well as corporate service providers.

The above statement should be read in conjunction with the accompanying notes.

## 4.3 Financial statement

### Schedule of Asset Additions For the year ended 30 June 2011

	Leasehold improvements \$'000	Plant and equipment \$'000	Intangibles \$'000	Total \$'000
<b>The following non-financial non-current assets were added in 2010-2011</b>				
By purchase - government funding	114	204	181	499
<b>Total additions funded in the current year</b>	114	204	181	499
<b>The following non-financial non-current assets were added in 2009-2010</b>				
By purchase - government funding	902	343	350	1,595
By purchase - other	2,539	-	-	2,539
<b>Total additions</b>	3,441	343	350	4,134

The above statement should be read in conjunction with the accompanying notes.

## 4.4 Notes to financial statements

Index to the Notes to the Financial  
Statements for the year  
ended 30 June 2011

### Note Contents

- 1 Summary of significant accounting policies
- 2 Events after the balance sheet date
- 3 Expenses
- 4 Income
- 5 Financial assets
- 6 Property, plant and equipment
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- 8 Contingent assets and liabilities
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## 4.4 Notes to financial statements

### 1. Summary of Significant Accounting Policies

#### 1.1 Basis of preparation of the financial report

The financial statements and notes are required by clause 1(b) of the Schedule 1 of the *Commonwealth Authorities and Companies Act 1997* and are a general purpose financial report.

The continued existence of ACARA in its present form and with its present programs is dependent on Government policy and on continuing contributions by the Commonwealth and States and Territories for ACARA's administration and programs. ACARA's outcome is improved quality and consistency of school education in Australia through a national curriculum, national assessment, data collection, and performance reporting system.

At the time of reporting ACARA had not received confirmation of its quantum of funding beyond June 2012. In the event funds are not confirmed beyond June 2012, ACARA may be unable to realise its assets and discharge its liabilities in the course of business. However, these financial statements have been prepared on the basis that ACARA is a going concern, based on the following considerations.

ACARA has received a letter from DEEWR, dated 10 August 2011, setting out the process whereby ACARA's funding for the 2012/13 - 2015/16 quadrennial period will be determined by Commonwealth, State and Territory ministers for education, stating "It is expected that ACARA's budget will be discussed further at the 14 October 2011 MCEECDYA meeting, where we expect it to be agreed in principle by Ministers. This is likely to be subject to each jurisdiction's negotiations with their treasuries through the various jurisdictional budget processes. Under current policy settings the expectation is that there will be continued financial support for ACARA", beyond June 2012.

Further, there is the following statement within the *ACARA Act 2008*:

Section 44, *ACARA Act* (under the heading)

#### "Review of role and functions"

1. The Minister must cause a review of the Australian Curriculum, Assessment and Reporting Authority's ongoing role and functions to be conducted.
2. The review must:
  - (a) start 6 years after the commencement of this section [8 December 2008]; and
  - (b) be completed within 6 months [8 June 2015].
3. The Minister must cause a written report about the review to be prepared.
4. The Minister must cause a copy of the report to be laid before each House of Parliament within 15 sitting days after the Minister receives the report."

At the date of signing, no such review has been initiated.

The financial statements and notes have been prepared in accordance with:

- Finance Minister's Orders (FMO) for reporting periods ending on or after 1 July 2010; and
- Australian Accounting Standards and Interpretations issued by the Australian Accounting Standards Board (AASB) that apply for the reporting period.

The financial report has been prepared on an accrual basis and is in accordance with historical cost conventions, except for certain assets at fair value. Except where stated, no allowance is made for the effect of changing prices on the results of the financial position.

The financial report is presented in Australian dollars and values are rounded to the nearest thousand dollars unless otherwise specified.

Unless an alternative treatment is specially required by an accounting standard or the FMO, assets and liabilities are recognised in the balance sheet when, and only when, it is probable that future economic benefits will flow to the entity and the amount of assets or liabilities can be reliably measured. However, assets and liabilities arising under executor

## 4.4 Notes to financial statements

contracts are not recognised unless required by an accounting standard.

### 1.2 Significant accounting judgements and estimates

No significant accounting judgements and estimates have been made that would have a significant impact on the amounts recorded in the financial statements.

### 1.3 New accounting standards - Adoption of new Australian accounting standard requirements

No accounting standard has been adopted earlier than the application date as stated in the standard.

No new accounting standards, amendments to standards and interpretations issued by the AASB that are applicable in the current reporting period have had a material financial impact on ACARA.

### Future Australian accounting standard requirements

New standards, amendments to standards, and interpretations issued by the AASB are applicable to future reporting periods and are not expected to have a material financial impact on ACARA.

### 1.4 Revenue

The revenues described in this note are revenues relating to the core activities of ACARA.

#### *Revenue from jurisdictions*

Revenue from jurisdictions is recognised when:

- ACARA has obtained control of the revenue or the right to receive the revenue;

- it is probable that the economic benefits associated with the transaction will flow to the entity; and
- the revenue can be reliably measured.

The distribution of government grant income for the initial four years of ACARA was determined by the Ministers for Education following its April 2009 meeting of the then Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

#### *Grants received in advance*

Where ACARA receives grants in advance of the period to which the funds will be applied or for specific projects for which work is yet to be completed, the grant is recognised in the Statement of Financial Position as a liability, Grants In Advance. At 30 June 2011 the amount recognised was \$2,572,102 (2010: 2,588,239). This consisted of a 2010/11 annual contribution from a jurisdiction and project grants from the Commonwealth.

#### *Resources received free of charge*

Resources received free of charge are recognised as revenue when, and only when, a fair value can be reliably determined and the services would have been purchased if they had not been donated. Use of the resources is recognised as an expense.

### 1.5 Infrastructure, plant and equipment

#### *Asset recognition threshold*

Purchases of property, plant and equipment are recognised initially at cost in the Statement of Financial Position, except for purchases costing less than \$1,000, which are expensed in the year of acquisition (other than where they form part of a group of similar items which are significant in total).

## 4.4 Notes to financial statements

The initial cost of an asset includes an estimate of the cost of dismantling and removing the item and restoring the site on which it is located.

### 1.6 Intangibles

ACARA's intangibles comprise of purchased software. These assets are carried at cost less accumulated amortisation and accumulated impairment losses.

Software is amortised on a straight line method over the anticipated useful life. The useful lives of ACARA's software are 5 years.

All assets were assessed for indications of impairment as at 30 June 2010.

### 1.7 Employee benefits

#### *Liabilities*

Liabilities for services rendered by employees are recognised at the reporting date to the extent that they have not been settled.

Liabilities for short-term employee benefits (as defined in AASB 119) and termination benefits due within twelve months of the balance date are measured at their nominal amounts.

The nominal amount is calculated with regard to the rates expected to be paid on settlement of the liability.

All other employee benefit liabilities are measured at the present value of the estimated future cash outflows to be made in respect of services provided by employees up to the reporting date.

#### *Leave*

The liability for employee benefits includes provision for annual leave and long service leave. No provision has been made for sick leave as all sick leave entitlements are non-vesting and

the average sick leave taken in future years by employees of ACARA is estimated to be less than the annual entitlement for sick leave.

The leave liabilities are calculated on the basis of the employees' remuneration at the estimated salary rates that applied at the time the leave is taken, including ACARA's employer superannuation contribution rates to the extent that the leave is likely to be taken during the service rather than paid out on termination.

The liability for long service leave has been determined by reference to the Australian Government shorthand method. In applying this method, the accrued long service leave for each employee as at reporting date is probability weighted, based on the Australian Government probability profile. The amount obtained for each employee is then discounted using the ten year Treasury Bond rate. The estimate of the present value of the liability takes into account attrition rates and pay increases through promotion and inflation.

#### *Separation and redundancy*

ACARA recognises a provision for termination when it has developed a detailed formal plan for terminations and has informed those employees affected that it will carry out terminations. There are no separations or redundancies planned.

#### *Superannuation*

Upon commencing employment with ACARA, employees nominate an approved superannuation scheme of their choice.

No ACARA employees are members of a defined benefits scheme. ACARA contributes a minimum of 9% of superannuable salaries on behalf of its employees. The liability for superannuation recognised as at 30 June represents outstanding contributions for the final month of the year.

## 4.4 Notes to financial statements

### 1.8 Cash

Cash and cash equivalents includes notes and coins held and any deposits in bank accounts with an original maturity of three months or less that are readily convertible to known amounts of cash and subject to insignificant risk of changes in value. Cash is recognised at its nominal amount.

### 1.9 Financial assets

ACARA classifies its financial assets as loans and receivables.

The classification depends on the nature and purpose of the financial assets and is determined at the time of initial recognition.

Financial assets are recognised and derecognised upon 'trade date'.

#### *Effective interest rate method*

The effective interest method is a method of calculating the amortised cost of a financial asset and of allocating interest income over the relevant period. The effective interest rate is the rate that exactly discounts estimated future cash receipts through the expected life of the financial asset, or, where appropriate, a shorter period. Income is recognised on an effective interest rate basis except for financial assets at fair value through profit or loss.

#### *Financial assets at fair value through profit or loss*

Financial assets are classified as financial assets at fair value through profit or loss where the financial asset:

- has been acquired principally for the purpose of selling in the near future;
- is part of an identified portfolio of financial instruments that the Authority manages together and has a recent actual pattern of short-term profit-taking; or

- has been designated as such upon initial recognition.

Assets in this category are classified as current assets.

Financial assets at fair value through profit or loss are stated at fair value, with any resultant gain or loss recognised in profit or loss.

The net gain or loss recognised in profit or loss incorporates any interest earned on the financial asset.

#### *Held-to-maturity assets*

Non-derivative financial assets with fixed or determinable payments and fixed maturity dates that ACARA has the positive intent and ability to hold to maturity are classified as held-to-maturity investments. Held-to-maturity investments are recorded at amortised cost using the effective interest method less impairment, with revenue recognised on an effective yield basis.

#### *Available-for-sale financial assets*

Available-for-sale financial assets are non-derivatives that are either designated in this category or not classified in any of the other categories. They are included in non-current assets unless management intends to dispose of the asset within 12 months of the balance sheet date.

Available-for-sale financial assets are recorded at fair value. Gains and losses arising from changes in fair value are recognised directly in equity in the reserves with the exception of impairment losses. Interest is calculated using the effective interest method. Where the asset is disposed of or is determined to be impaired, part or all of the cumulative gain or loss previously recognised in the reserve is included in the Income Statement for the period.

## 4.4 Notes to financial statements

Where a reliable fair value cannot be established for unlisted investments in equity instruments, cost is used. ACARA has no such instruments.

### *Loans and receivables*

Trade receivables, loans and other receivables that have fixed or determinable payments that are not quoted in an active market are classified as loans and receivables. Loans and receivables are measured at amortised cost using the effective interest method less impairment. Interest is recognised by applying the effective interest rate.

### *Impairment of financial assets*

Financial assets are assessed for impairment at each balance date.

- Financial assets held at amortised cost—if there is objective evidence that an impairment loss has been incurred for loans and receivables or held-to-maturity investments held at amortised cost, the amount of the loss is measured as the difference between the asset's carrying amount and the present value of estimated future cash flows discounted at the asset's original effective interest rate. The carrying amount is reduced by way of an allowance account. The loss is recognised in the Statement of Comprehensive Income.
- Available-for-sale financial assets—if there is objective evidence that an impairment loss on an available-for-sale financial asset has been incurred, the amount of the difference between its cost, less principal repayments and amortisation, and its current fair value, less any impairment loss previously recognised in expenses, is transferred from equity to the statement of comprehensive income.
- Available-for-sale financial assets (held at cost)—if there is objective evidence that an impairment loss has been incurred,

the amount of the impairment loss is the difference between the carrying amount of the asset and its estimated value.

### 1.10 Financial liabilities

Financial liabilities are classified as other financial liabilities. Financial liabilities are recognised and derecognised upon 'trade date'.

### *Financial liabilities at fair value through profit or loss*

Financial liabilities at fair value through profit or loss are initially measured at fair value. Subsequent fair value adjustments are recognised in profit or loss. The net gain or loss recognised in profit or loss incorporates any interest paid on the financial liability.

### *Other financial liabilities*

Other financial liabilities are initially measured at fair value, net of transaction costs. Other financial liabilities are subsequently measured at amortised cost using the effective interest method, with interest expense recognised on an effective yield basis.

The effective interest method is a method of calculating the amortised cost of a financial liability and of allocating interest expense over the relevant period. The effective interest rate is the rate that exactly discounts estimated future cash payments through the expected life of the financial liability, or, where appropriate, a shorter period.

### *Supplier and other payables*

Supplier and other payables are recognised at their nominal amounts, being the amounts at which the liabilities will be settled. Liabilities are recognised to the extent that the goods or services have been received (and irrespective of having been invoiced).

## 4.4 Notes to financial statements

### 1.11 Contingent liabilities and contingent assets

Contingent liabilities and contingent assets are not recognised in the Statement of Financial Position but are reported in the relevant schedules and notes. They may arise from uncertainty as to the existence of a liability or asset, or represent an existing liability or asset in respect of which settlement is not probable or the amount cannot be reliably measured. Contingent assets are reported when settlement is probable but not virtually certain and contingent liabilities are recognised when settlement is greater than remote.

### 1.12 Taxation

ACARA is exempt from income tax. All other forms of taxation are applicable.

Revenues, expenses and assets are recognised net of GST except:

- where the amount of GST incurred is not recoverable from the Australian Taxation Office; and
- for receivables and payables.

### 1.13 Insurance

ACARA has insured for risks through the Government's insurable risk managed fund, Comcover. In addition, ACARA holds a Workers Compensation policy with the Government's insurer Comcare.

### 1.14 Comparatives

Where required by accounting standards, comparative figures have been adjusted to conform with changes to presentation for the current financial year. ACARA officially commenced operations on 28 May 2009. Comparative figures represent financial transactions for the period 1 July 2009 to 30 June 2010.

### 2. Events After The Balance Sheet Date

ACARA is not aware of any events occurring after the reporting date that warrants disclosure or recording in the financial statements.

## 4.4 Notes to financial statements

### 3. Expenses

	2011 \$'000	2010 \$'000
<b>a. Employee benefits</b>		
Salaries and wages	7,113	2,432
Superannuation	640	196
Leave and other entitlements	577	251
Separations and redundancies	166	15
	8,496	2,894
<b>b. Suppliers</b>		
<b>Goods and Services</b>		
Secondments and casual staff	5,307	4,725
Item development and testing	6,067	4,285
Advertising	1,243	3,408
Website development and maintenance	2,914	2,321
Curriculum Trial – Grants to schools	448	1,152
Travel and accommodation – Consultants and Stakeholders	743	1,049
Consultants – Curriculum Development	1,184	1,025
Other operational expenditure	6,209	5,159
	24,115	23,124
<b>Goods and services are made up of</b>		
Provision of goods - related entities	-	-
Provision of goods - external parties	521	429
Rendering of services – related entities	6,681	5,307
Rendering of services – external parties	16,913	17,388
	24,115	23,124
<b>Other Supplier Expenses</b>		
Operating lease payments - external parties		
Minimum lease payments	466	105
Workers compensation expense	73	24
	539	129
<b>Total Supplier expenses</b>	24,654	23,253
<b>c. Depreciation and amortisation</b>		
Property, plant and equipment	660	378
Intangibles	163	41
	823	418

## 4.4 Notes to financial statements

### 4. Income

	2011 \$'000	2010 \$'000
<b>Government</b>		
<b>a. Revenues from government</b>		
Australian Government - Department of Education, Employment and Workplace Relations	12,692	19,351
	12,692	19,351
<b>Own Source</b>		
<b>b. Revenue from jurisdictions</b>		
State and Territory Governments	13,165	16,237
	13,165	16,237
<b>c. Interest</b>		
Deposits	465	216
	465	216
<b>d. Other</b>		
National Curriculum Project transfer of funds	-	48
Services supplied to other organisations	4	11
	4	59

## 4.4 Notes to financial statements

### 5. Financial Assets

	2011 \$'000	2010 \$'000
<b>a. Cash and cash equivalents</b>		
Cash on hand or on deposit	9,304	10,858
	9,304	10,858
<b>b. Trade and other receivables</b>		
Goods and Services – related entities	286	3,937
GST Receivable	663	1,083
	949	5,020
<b>Receivables are expected to be recovered in:</b>		
Not more than 12 months	949	5,020
Greater than 12 months	-	-
<b>Total trade and other receivables</b>	949	5,020
<b>Receivables are aged as follows</b>		
Not overdue	949	1,965
Overdue by:		
Less than 30 days	-	-
30 to 60 days	-	3,055
60 to 90 days	-	-
More than 90 days	-	-
<b>Total Receivables</b>	949	5,020

## 4.4 Notes to financial statements

### 6. Property, Plant and Equipment

	2011 \$'000	2010 \$'000
Leasehold improvements at cost	3,555	3,441
Accumulated depreciation & amortisation	(846)	(329)
	2,709	3,112
Plant and equipment at cost	547	343
Accumulated depreciation	(192)	(49)
	355	294
<b>Total Property, Plant and Equipment</b>	<b>3,064</b>	<b>3,406</b>

No indications of impairment were found for property, plant and equipment.

#### Reconciliation of opening and closing balances property, plant and equipment (2010/2011)

	Leasehold improvements \$'000	Plant and equipment \$'000	Total \$'000
Balance at beginning of year	3,112	294	3,406
Additions	114	204	318
Disposals	-	-	-
Impairment recognised in operating result	-	-	-
Depreciation write back on disposal	-	-	-
Depreciation / amortisation expense	(517)	(143)	(660)
<b>Net book value at 30 June 2011</b>	<b>2,709</b>	<b>355</b>	<b>3,064</b>

#### Reconciliation of opening and closing balances property, plant and equipment (2009/2010)

	Leasehold improvements \$'000	Plant and equipment \$'000	Total \$'000
Balance at beginning of year	-	-	-
Additions	3,441	343	3,784
Disposals	-	-	-
Impairment recognised in operating result	-	-	-
Depreciation write back on disposal	-	-	-
Depreciation / amortisation expense	(329)	(49)	(378)
<b>Net book value at 30 June 2010</b>	<b>3,112</b>	<b>294</b>	<b>3,406</b>

## 4.4 Notes to financial statements

### 7. Intangibles

	2011 \$'000	2010 \$'000
Software at cost	532	350
Accumulated amortisation	(205)	(41)
<b>Total intangibles</b>	<b>327</b>	<b>309</b>

No indications of impairment were found for intangibles.

#### Reconciliation of opening and closing balances intangibles (software)

	2011 \$'000	2010 \$'000
Balance at beginning of year	309	-
Additions	181	350
Disposals	-	-
Impairment recognised in operating result	-	-
Depreciation write back on disposal	-	-
Depreciation / amortisation expense	(163)	(41)
<b>Net book value</b>	<b>327</b>	<b>309</b>

## 4.4 Notes to financial statements

### 8. Contingent Assets and Liabilities

ACARA is subject to the budget appropriation process of funds by the Commonwealth, State and Territory governments. ACARA has an expectation of continued funding on the basis of the following notification and section 44 of the ACARA Act, December 2008.

ACARA has received a letter from DEEWR, dated 10 August 2011, setting out the process whereby ACARA's funding for the 2012/13 - 2015/16 quadrennial period will be determined by Commonwealth, State and Territory ministers for education, subject to budgetary processes in each jurisdiction. The letter further states that 'Under current policy settings the expectation is that there will be continued financial support for ACARA', beyond June 2012.

Further, there is the following statement within the *ACARA Act 2008*:

Section 44, *ACARA Act* (under the heading)

**“Review of role and functions**

1. The Minister must cause a review of the Australian Curriculum, Assessment and Reporting Authority's ongoing role and functions to be conducted.
2. The review must:
  - (a) start 6 years after the commencement of this section [8 December 2008]; and
  - (b) be completed within 6 months [8 June 2015].
3. The Minister must cause a written report about the review to be prepared.
4. The Minister must cause a copy of the report to be laid before each House of Parliament within 15 sitting days after the Minister receives the report.”

At the date of signing, no such review has been initiated.

To adhere to AASB 101, ACARA has determined it has sufficient funds to meet its debts as they fall due to 30 June 2012. ACARA will not enter into any contracts that extend beyond 30 June 2012 that are not provided for in its 2011/12 annual budget until additional funding is confirmed.

## 4.4 Notes to financial statements

### 9. Other Non-Financial Assets

	2011 \$'000	2010 \$'000
Prepayments	53	89
	53	89

No indicators of impairment were found for other than non-financial assets.

### 10. Payables

	2011 \$'000	2010 \$'000
<b>Suppliers</b>		
Trade creditors	3,987	2,314
Operating lease rentals	-	-
<b>Total supplier payments</b>	3,987	2,314
<b>Supplier payables – external parties are represented by</b>		
Not more than 12 months	3,987	2,314
Greater than 12 months	-	-
<b>Total supplier payments</b>	3,987	2,314
Settlement is usually made net 30 days		
<b>Grants in advance (Deferred Revenue)</b>		
State Grant 2010/11 Contribution	2,492	2,588
Commonwealth Project Funds	80	-
<b>Total Grants in advance (Deferred Revenue)</b>	2,572	2,588
<b>Total grants in advance (Deferred Revenue) are expected to be settled in:</b>		
Not more than 12 months	2,572	2,588
More than 12 months	-	-
<b>Total (Deferred Revenue)</b>	2,572	2,588
<b>Other payables</b>		
Salaries and Wages	206	61
Superannuation	15	6
Bonus payments	-	69
Rent Subsidy – 255 Pitt St Sydney	1,921	2,299
<b>Total other payables</b>	2,142	2,435
<b>Total other payables are expected to be settled in:</b>		
Not more than 12 months	599	541
More than 12 months	1,543	1,921
<b>Total other payables</b>	2,142	2,435

## 4.4 Notes to financial statements

### 11. Provisions

	2011	2010
	\$'000	\$'000
<b>Employee provisions</b>		
Leave	465	167
<b><i>Total employee provisions</i></b>	465	167
<b>Employee provisions are represented by</b>		
Not more than 12 months	336	138
Greater than 12 months	129	29
<b><i>Total employee provisions</i></b>	465	167

## 4.4 Notes to financial statements

### 12. Cash Flow Reconciliation

Reconciliation of cash and cash equivalents as per Statement of Financial Position to Cash Flow Statement

	2011 \$'000	2010 \$'000
<b>a. Report cash and cash equivalents as per:</b>		
Cash Flow Statement	9,304	10,858
Statement of Financial Position	9,304	10,858
<i>Difference</i>	-	-
<b>b. Reconciliation of net cost of services to net cash from operating activities:</b>		
Net cost of services	(20,339)	(10,054)
Add revenue from Government	12,692	19,351
Operating result	(7,647)	9,297
<b>Adjustments for non-cash items</b>		
Depreciation / amortisation	823	419
Leasehold incentive	-	(2,539)
<b>Changes in net assets and liabilities</b>		
<b>(Increase)/decrease in assets</b>		
Trade and other receivables	4,071	(1,470)
Other non-financial assets	36	(89)
<b>Increase/(decrease) in liabilities</b>		
Suppliers	1,673	1,684
Grants In Advance (Deferred Revenue)	(16)	2,588
Other payables	(293)	2,257
Employee provisions	298	126
<b>Net cash from / (used by) operating activities</b>	<b>(1,055)</b>	<b>12,273</b>

## 4.4 Notes to financial statements

### 13. Directors' Remuneration

The number of directors of ACARA included in these figures is shown below in the relevant remuneration bands.

	2011	2010
Less than \$150,000	13	13
Total number of directors of ACARA	13	13
<i>Total remuneration received or due and receivable by directors of ACARA</i>	\$289,698	\$309,808

The directors of ACARA are appointed by the Minister for School Education, Early Childhood and Youth.

## 4.4 Notes to financial statements

### 14. Related Party Disclosures

The following persons were directors of the Australian Curriculum, Assessment and Reporting Authority during the year:

Professor Barry McGaw, Mr Anthony Mackay, Mr Tom Alegounarias, Dr Brian Croke, Ms Lesley Englert, Ms Deborah Ethymiades, Mr John Firth, Mr David Hanlon, Mr Angus James, Ms Dianne Kerr, Mr Garry Le Duff, Professor William Loudon and Ms Helen Wildash.

Several directors of ACARA hold directorships or senior roles with other companies or government agencies. All transactions between ACARA and companies with a director or key management personnel common to ACARA are conducted using commercial and arm-length principles.

	2011	2010
	\$	\$
<i>Transactions with directors or director related entities</i>	6,680,689	5,307,144

Details of companies and government agencies which ACARA has engaged for services and in which ACARA directors are associated

	2011	2010
	\$	\$
Australian Council for Educational Research	5,368,619	2,794,933
Education Services Australia	622,410	1,496,095
Victorian Curriculum Assessment Authority	431,199	411,832
NSW Board of Studies	-	276,390
SA Dept. of Education and Children's Services	142,442	127,411
Queensland Dept. of Education and Training	2,791	121,461
Northern Territory Dept. of Education and Training	113,228	79,022
	6,680,689	5,307,144

## 4.4 Notes to financial statements

### 15. Executive Remuneration

#### Senior Executive Remuneration Expense for the Reporting Period

	2011	2010
	\$	\$
Short-term employee benefits:		
Salary	1,165,700	723,999
Allowances	83,982	-
Change in annual leave provisions	71,863	50,892
<b>Total short-term employee benefits</b>	<b>1,321,545</b>	<b>774,891</b>
Post-employment benefits:		
Superannuation	115,760	66,733
<b>Total post-employment benefits</b>	<b>115,760</b>	<b>66,733</b>
Other long-term benefits:		
Long-service leave	27,531	-
<b>Total other long-term benefits</b>	<b>27,531</b>	<b>-</b>
Termination benefits	166,898	-
<b>Total</b>	<b>1,631,734</b>	<b>841,624</b>

#### Notes

Note 15A excludes acting arrangements and part-year service where remuneration expensed was less than \$150,000.

## 4.4 Notes to financial statements

Average Annual Remuneration Packages and Bonus Paid for Substantive Senior Executives as at the end of the Reporting Period

Fixed Elements and Bonus Paid	2011		2010	
	Senior Executive No.	Total \$	Senior Executive No.	Total \$
<b>Total remuneration (including part-time arrangements):</b>				
less than \$150,000	-	-	-	-
\$150,000 to \$209,999	1	201,835	-	-
\$210,000 to \$239,999	1	229,358	-	-
\$240,000 to \$269,999	1	247,706	3	726,605
\$270,000 to \$299,999	-	-	1	297,247
\$390,000 to \$409,999	-	-	1	396,880
\$410,000 to \$439,999	1	413,156	-	-
<b>Total</b>	<b>4</b>		<b>5</b>	

### Variable Elements:

Senior executives are members of one of the following superannuation funds:

- UniSuper
- Superwrap
- State Super – NSW
- Asgard.

## 4.4 Notes to financial statements

### 16. Remuneration of Auditors

The cost of financial statement audit services provided by the Auditor- General was:

	2011 \$	2010 \$
Australian Curriculum, Assessment and Reporting Authority	50,405	34,000

No other services were provided by the Auditor-General.

### 17. Financial Instruments

#### (a) Categories of financial instruments

	2011 \$'000	2010 \$'000
<b>Loans and receivables</b>		
Cash on hand or on deposit	9,304	10,858
Trade and other receivables	286	3,937
<i>Carrying amount of financial assets</i>	9,590	14,795
<b>Financial liabilities</b>		
<b>Other financial liabilities at amortised cost</b>		
Trade creditors	3,987	2,314
<i>Carrying amount of financial liabilities</i>	3,987	2,314

#### (b) Fair value of financial instruments

The fair value of each class of ACARA's financial assets and liabilities equal the carrying amount for the current reporting period.

## 4.4 Notes to financial statements

### (c) Net income from financial assets

	2011 \$'000	2010 \$'000
<b>Loans and receivables</b>		
Interest revenue	465	216
<i>Net gain from loans and receivables</i>	465	216
<i>Net gain from financial assets</i>	465	216

### (d) Credit risk

ACARA is exposed to minimal credit risk as financial assets consist of cash and trade receivables. The maximum exposure to credit risk is the risk that arises from potential default of a debtor. This amount is equal to the total amount of trade receivables \$285,787 (2010: \$3,937,275).

For debtors other than government, it is ACARA's policy to only deal with entities with high credit ratings.

ACARA held no collateral to mitigate against credit risk.

## 4.4 Notes to financial statements

There are no financial assets that have had their terms renegotiated so as to prevent them from being past due or impaired, and they are stated at the carrying amounts as indicated. The following tables disclose the ageing of financial assets that are past due.

### Financial assets that are either past due or impaired

#### Ageing analysis of financial assets

		Past due but not impaired					
		Not past due and not impaired	0 to 30 days \$'000	31 to 60 days \$'000	61 to 90 days \$'000	90+ days	Total \$'000
<b>2011</b>							
	Trade and other receivables:						
	Debtors	286	-	-	-	-	286
		286	-	-	-	-	286

		Past due but not impaired					
		Not past due and not impaired	0 to 30 days \$'000	31 to 60 days \$'000	61 to 90 days \$'000	90+ days \$'000	Total \$'000
<b>2010</b>							
	Trade and other receivables:						
	Debtors	882	-	3,055	-	-	3,937
		882	-	3,055	-	-	3,937

## 4.4 Notes to financial statements

### (e) Liquidity risk

The ACARA financial liabilities are payables. The exposure to liquidity risk is based on the notion that ACARA will encounter difficulty in meeting obligations associated with its financial liabilities. This is unlikely as ACARA manages its budgeted funds to ensure it has adequate funds to meet payments as they fall due and ACARA has received advice from the Department of Education, Employment and

Workplace Relations (DEEWR) that there is an expectation there will be continued financial support for ACARA under current policy settings. (Refer to note 1.1)

The table below illustrates the maturities for financial liabilities.

	Within 1 year \$000	1-2 years \$'000	Total \$'000
<b>2011</b>			
<b>Financial Liabilities</b>			
Trade creditors	3,987	-	3,987
	3,987	-	3,987

	Within 1 year \$'000	1-2 years \$'000	Total \$'000
<b>2010</b>			
<b>Financial Liabilities</b>			
Trade creditors	2,314	-	2,314
	2,314	-	2,314

### (f) Market risk

ACARA holds basic financial instruments that do not expose ACARA to certain market risks. ACARA is not exposed to 'currency risk' or other 'price risk'.

### (g) Interest rate risk

ACARA's exposure to interest rate risk is limited to interest bearing deposits held with banks. ACARA does not hold any interest-bearing liabilities.

## 18. Compensation and Debt Relief

There were no Act of Grace payments, or payments made under s73 of the *Public Service Act 1999* or waivers during 2001-11 (2009-10: nil).

## 4.4 Notes to financial statements

### 19. Reporting by Outcomes

ACARA's work contributes towards the outcome of improved quality and consistency of school education in Australia through a national curriculum, national assessment, data collection and performance reporting system.

#### Net cost of outcome delivery

	Outcome 1		Total	
	2011 \$'000	2010 \$'000	2011 \$'000	2010 \$'000
Expenses	33,973	26,566	33,973	26,566
<b>Total expenses</b>	<b>33,973</b>	<b>26,566</b>	<b>33,973</b>	<b>26,566</b>
Other own source income	13,634	16,512	13,634	16,512
<b>Total other external income</b>	<b>13,634</b>	<b>16,512</b>	<b>13,634</b>	<b>16,512</b>
<b>Net cost / (contribution of outcome)</b>	<b>20,339</b>	<b>10,054</b>	<b>20,339</b>	<b>10,054</b>

Outcome 1 is described in Note 1.

#### Major classes of assets and liabilities by outcome

	Outcome 1		Total	
	2011 \$'000	2010 \$'000	2011 \$'000	2010 \$'000
<b>Assets</b>				
Cash and cash equivalents	9,304	10,858	9,304	10,858
Trade and other receivables	949	5,020	949	5,020
Other non-financial assets	53	89	53	89
Property, plant and equipment	3,064	3,406	3,064	3,406
Intangibles	327	309	327	309
<b>Total assets</b>	<b>13,697</b>	<b>19,682</b>	<b>13,697</b>	<b>19,682</b>
<b>Liabilities</b>				
Suppliers	3,987	2,314	3,987	2,314
Grants In Advance (Deferred Revenue)	2,572	2,588	2,572	2,588
Other payables	2,142	2,435	2,142	2,435
Employee provisions	465	167	465	167
<b>Total liabilities</b>	<b>9,166</b>	<b>7,504</b>	<b>9,166</b>	<b>7,504</b>

Outcome 1 is described in Note 1.



# Annual Report 2010–2011



## Additional Information

## 5.1 Board and committee membership

### Board Membership

Membership of the ACARA Board is established under section 13 of the ACARA Act, and comprises nominees of education ministers and key stakeholders in the Australian education field, agreed to by the Ministerial Council. The ACARA Board held a total of 17 meetings during the 2010–2011 reporting period.

#### *Chair – Professor Barry McGaw AO, PhD*



Professor Barry McGaw holds the position of Vice-Chancellor's Fellow, University of Melbourne. He holds BSc, DipEd and BEd (Hons) degrees from the University of Queensland and EdM and PhD from the University of Illinois. He began his career as a science teacher in Queensland secondary schools. Other previous positions held are Professorial Fellow, University of Melbourne; Director for Education, Organisation for Economic Co-operation and Development (OECD); Executive Director, Australian Council for Educational Research (ACER); Professor of Education, Murdoch University; and Head, Research; and, Curriculum Branch, Department of Education, Queensland. Professor McGaw is a Fellow of the Academy of the Social Sciences in Australia, the Australian Psychological Society, the Australian College of Educators and the International Academy of Education. He received an Australian Centenary Medal in 2000 and was appointed an Officer in the Order of Australia in 2004. He was the 2005–2006 recipient of University of Illinois

Alumni Award for Exceptional Achievement. During the 2010–2011 reporting period, Professor McGaw chaired the Assessment and Reporting Committee, and was a member of the Curriculum Committee.

#### *Deputy Chair – Mr Tony Mackay*



Mr Tony Mackay is Executive Director of the Centre for Strategic Education in Melbourne. He holds BEc and BEd degrees from Monash University, and MA in the Economics of Education from the University of London. He is an Honorary Fellow in the Graduate School of Education at the University of Melbourne, a Board Director of the Australian Council for Educational Research, a member of the Advisory Board of the Asia Education Foundation and a Board Director of the Foundation for Young Australians. He is Immediate Past President of the International Congress for School Effectiveness and Improvement (ICSEI). He also holds the position of Chair of the Innovation Unit Ltd, England and is a Consultant Advisor to OECD / CERI. Mr Mackay is Co-Director of the Global Education Leaders Program (GELP) and is a founding member of the Governing Council of the National College for School Leadership in England. Mr Mackay's policy advice and facilitation work focuses on strategic thinking for government bodies and agencies, think tanks and leadership teams in Australia, Asia, Europe and North America. During the 2010–2011 reporting period, Mr Mackay chaired the Curriculum Committee, and was a member of the Assessment and Reporting Committee.

## 5.1 Board and committee membership

*Mr Tom Alegounarias*



Tom Alegounarias is President of the New South Wales Board of Studies, and nominee of the NSW Education Minister.

*Dr Brian Croke*



Brian Croke is Executive Director of the Catholic Education Commission, New South Wales, and nominee of the National Catholic Education Commission.

*Mr Angus James*



Angus James is Principal Partner of Aquasia P/L and nominee of the Federal Education Minister.

*Ms Deborah Efthymiades*



Deborah Efthymiades is General Manager, Strategic Executive Services, at the Northern Territory Department of Education and Training, and nominee of the NT Education Minister.

*Mr John Firth*



John Firth is Chief Executive Officer of the Victorian Curriculum and Assessment Authority, and nominee of the Victorian Education Minister.

*Mr David Hanlon*



David Hanlon is the former Deputy Secretary of the Tasmanian Department of Education, and nominee of the Tasmanian Education Minister.

## 5.1 Board and committee membership

*Ms Dianne Kerr*



Dianne Kerr is a curriculum advisor to Education Services Australia Ltd, and nominee of the ACT Education Minister.

*Ms Lesley Englert*



Lesley Englert is the former Assistant Director General, Curriculum, Queensland Department of Education and Training, former Principal of Upper Coomera State College, and nominee of the Queensland Education Minister.

*Mr Garry Le Duff*



Garry Le Duff is Executive Director of the Association of Independent Schools of South Australia, and nominee of the Independent Schools Council of Australia.

*Ms Helen Wildash*



Helen Wildash is Executive Director, Curriculum in the South Australian Department of Education and Children's Services, and nominee of the SA Education Minister.

*Professor Bill Loudon*



Bill Loudon is Senior Deputy Vice Chancellor at the University of Western Australia, and nominee of the WA Education Minister.

# 5.1 Board and committee membership

## Committee Membership

Committees comprise members of the ACARA Board, with the exception of the Audit and Risk Committee, which also includes an independent member.

Both the Curriculum Committee and the Assessment and Reporting Committee's last meeting was in April 2011, following a governance restructure.

### Curriculum Committee

*Mr Tony Mackay (Chair)*  
*Professor Barry McGaw*  
*Mr Tom Alegounarias*  
*Ms Lesley Englert*  
*Mr John Firth*  
*Mr David Hanlon*  
*Ms Dianne Kerr*  
*Professor Bill Louden*  
*Ms Helen Wildash*  
*Chief Executive Officer*  
*General Manager Curriculum*

### Assessment and Reporting Committee

*Professor Barry McGaw (Chair)*  
*Mr Tony Mackay*  
*Mr Tom Alegounarias*  
*Dr Brian Croke*  
*Ms Debbie Efthymiades*  
*Mr John Firth*  
*Mr Garry Le Duff*  
*Professor Bill Louden*  
*Ms Helen Wildash*  
*Chief Executive Officer*  
*General Manager Assessment*  
*General Manager Reporting*

### Audit and Risk Committee

*Ms Dianne Kerr (Chair)*  
*Mr Angus James*  
*Mr Tony Mackay*  
*Mr Paul Crombie*

## 5.2 Board and committee meetings

### Board

Date	Meeting	Apologies	Location
20 July 2010	Meeting 11	Tom Alegounarias	255 Pitt Street, Sydney
12 August 2010	Meeting 12	Bill Loudon, Garry Le Duff, Angus James	Teleconference
2 September 2010	Meeting 13	Helen Wildash	255 Pitt Street, Sydney
20 September 2010	Meeting 14	Bill Loudon	255 Pitt Street, Sydney
6 October 2010	Meeting 15	Brian Croke	255 Pitt Street, Sydney
26 October 2010	Meeting 16	None	255 Pitt Street, Sydney
6 November 2010	Meeting 17	None	255 Pitt Street, Sydney
2 December 2010	Meeting 18	None	255 Pitt Street, Sydney
10 January 2011	Meeting 19	Tony Mackay, Bill Loudon, John Firth, Brian Croke	Teleconference
7 February 2011	Meeting 20	David Hanlon, Helen Wildash	255 Pitt Street, Sydney
11 February 2011	Meeting 21	Brian Croke, Debbie Efthymiades, Bill Loudon, David Hanlon	Teleconference
17 February 2011	Meeting 22	Bill Loudon, Helen Wildash, Di Kerr	Teleconference
28 February 2011	Meeting 23	Brian Croke, Lesley Englert, Bill Loudon	Teleconference
17 March 2011	Meeting 24	Bill Loudon, Tony Mackay	255 Pitt Street, Sydney
18 May 2011	Meeting 25	Bill Loudon, Brian Croke	Teleconference
31 May 2011	Meeting 26	Bill Loudon, David Hanlon	255 Pitt Street, Sydney
17 June 2011	Meeting 27	None	255 Pitt Street, Sydney

### Committees of the Board

#### Curriculum

Date	Meeting	Apologies	Location
5 July 2010	Meeting 13	Lesley Englert, Bill Loudon, Tom Alegounarias	255 Pitt Street, Sydney
4 August 2010	Meeting 14	Bill Loudon, Tony Mackay	255 Pitt Street, Sydney
6 September 2010	Meeting 15	Bill Loudon	255 Pitt Street, Sydney
6 October 2010	Meeting 16	None	255 Pitt Street, Sydney
19 November 2010	Meeting 17	Dianne Kerr, Bill Loudon, Helen Wildash	255 Pitt Street, Sydney
20 December 2010	Meeting 18	Bill Loudon	255 Pitt Street, Sydney
16 February 2011	Meeting 19	Tom Alegounarias, Bill Loudon	255 Pitt Street, Sydney
8 March 2011	Meeting 20	David Hanlon, Dianne Kerr, Bill Loudon, Helen Wildash	Teleconference
13 April 2011	Meeting 21	Bill Loudon	255 Pitt Street, Sydney

## 5.2 Board and committee meetings

### Assessment and Reporting

Date	Meeting	Apologies	Location
6 July 2010	Meeting 9	Bill Louden, Brian Croke, Tom Alegounarias	255 Pitt St, Sydney
3 August 2010	Meeting 10	Bill Louden	255 Pitt St, Sydney
2 September 2010	Meeting 11	None	255 Pitt St, Sydney
5 October 2010	Meeting 12	Brian Croke, Bill Louden, Tom Alegounaris	255 Pitt St, Sydney
21 December 2010	Meeting 13	Bill Louden, Deborah Efthymiades, Rob Randall	255 Pitt St, Sydney
17 February 2011	Meeting 14	Bill Louden, David Wasson,	255 Pitt St, Sydney
14 April 2011	Meeting 15	Helen Wildash, Bill Louden, Tom Alegounarias	255 Pitt St, Sydney

### Audit and Risk

Date	Meeting	Apologies	Location
9 September 2010	Meeting 6	Tony Mackay	255 Pitt Street, Sydney
25 November 2010	Meeting 7	Peter Hill	255 Pitt Street, Sydney
4 April 2011	Meeting 8	None	255 Pitt Street, Sydney
16 May 2011	Extraordinary Meeting 9	Tony Mackay	255 Pitt Street, Sydney
25 May 2011	Meeting 10	None	255 Pitt Street, Sydney

## 5.3 Advisory groups and membership

### Aboriginal and Torres Strait Islander Advisory Panel

The Aboriginal and Torres Strait Islander Advisory Panel was established to advise on Aboriginal and Torres Strait Islander content and to assist in the identification of key issues. The advisory panel is comprised of people with demonstrated expertise in Aboriginal and Torres Strait Islander education.

Advisory panel members are:

*Mrs Dianne Kerr (Co-Chair)*  
*Dr Kaye Price (Co-Chair)*  
*Ms Dyonne Anderson*  
*Prof Peter Buckskin*  
*Mr David Callow*  
*Mr Will Davis*  
*Ms Michele Hall*  
*Prof Paul Hughes*  
*Mrs Judy Ketchell*  
*Mr John Page*  
*Prof Mark Rose*  
*Dr Grace Sarra*  
*Ms Myra Singh*

### English as an Additional Language or Dialect (EAL/D) Working Group

To ensure that the Australian Curriculum can meet the needs of all young Australians, ACARA created a working group to provide advice on how to best meet the needs of students for whom English is an additional language or dialect. The panel comprises education professionals and education authority representatives with expertise and an interest in EAL/D students.

Advisory panel members are:

*Ms Lynn Redley (Chair)*  
*Ms Misty Adoniou*  
*Ms Anna Brazier*  
*Ms Mary-Anne Fleming*  
*Dr Robert Jackson*  
*Ms Jennifer Mayers*  
*A/Prof Helen Moore*  
*Dr Thelma Perso*  
*Mrs Sophia Sabatier*

*Ms Carmel Sandiford*  
*Ms Juanita Sellwood*  
*Ms Hanya Stefaniuk*

### Special Education Working Group

The Special Education Working Group provides advice to ACARA on matters related to the inclusion of students with special education needs in the development of the Australian Curriculum. The Working Group comprises representatives with special education expertise from education systems, jurisdictions and professional organisations.

Working group members are:

*Ms Helen Barrett (Chair)*  
*Mr Anthony Kitchen (Chair, July-August 2010)*  
*Ms Jacqueline Burns*  
*Mr Ian Copland*  
*Ms Fiona Forbes*  
*Ms Geraldine Gray*  
*Ms Lynne James*  
*Mr Brian Smyth King*  
*Ms Catherine Pinnington*  
*Ms Karen Underwood*

### Curriculum Directors Group

The Curriculum Directors Group has been established to provide advice on ACARA's curriculum development program including:

- key structural and organisational matters in relation to curriculum, including assessment and reporting
- key process and engagement matters, including advice on communication and preparation for implementation.

Members provide input and feedback from a state and territory perspective and play a key communication role in their jurisdiction.

Group members are:

*Mr Robert Randall (Chair)*  
*Dr Reg Allen*

## 5.3 Advisory groups and membership

*Ms Mandy Anderson*  
*Ms Liz Banks*  
*Ms Gail Barker*  
*Ms Karen Cornelius*  
*Ms Mary Dorrian*  
*Ms Janina Drazek*  
*Ms Sharon Duong*  
*Ms Lyndall Foster*  
*Ms Alex Gordon*  
*Ms Jill Hazeldine*  
*Mr Paul Herschell*  
*Mr Paul Hewitt*  
*Mr David Howes*  
*Ms Trish Jackson*  
*Mr Howard Kennedy*  
*Mr Tim Kinder*  
*Mr Richard Lobb*  
*Dr Lynda MacLeod*  
*Ms Aine Maher*  
*Dr Antonio Mercurio*  
*Mrs Jill Morgan*  
*Mr Mark Newhouse*  
*Ms Helen O'Brien*  
*Mr Seamus O'Grady*  
*Ms Terese Phillips*  
*Ms Debra Punton*  
*Ms Jenene Rosser*  
*Ms Robyn Smith*  
*Ms Helen Strauch*  
*Ms Sue Tolbert*  
*Mr Raju Varanasi*  
*Ms Trish Wilks*  
*Mr Andrew Wrigley*  
*Ms Robyn Yates*



## 5.3 Advisory groups and membership

Phase 1 learning areas:

English	Mathematics	Science	History
<p><b>F-10 English</b></p> <p>Ms Lynn Redley (Chair) Prof Peter Freebody Dr Ruth Fielding-Barnsley A/Prof Mary Macken-Horarik Ms Lorraine Rowles A/Prof Alyson Simpson</p> <p><b>Senior Secondary English</b></p> <p>Ms Lynn Redley (Chair) Prof Peter Freebody Ms Lorna Beegan Ms Gemma Contos Ms Lisa Davies Prof Robert Dixon Dr Robert Jackson Ms Barbara Lemke E/Prof John McLaren Ms Anni Medway Dr Jean Mulder Prof Annette Patterson Ms Christine Thompson Ms Kylie Wilson</p>	<p><b>F-10 Mathematics</b></p> <p>Mr Anthony Kitchen (Chair) Prof Peter Sullivan Mr David Andrew Dr Peter Gould Dr David Leigh-Lancaster Dr Chris Matthews Ms Marion McIntosh Mr Will Morony Ms Denise Neal Ms Margaret Rowlands Ms Emily Sangster</p> <p><b>Senior Secondary Mathematics</b></p> <p>Ms Wendy Engliss (Chair) Mr Michael Barra Prof Nigel Bean Dr Mary Coupland Dr Nick Fisher Mr Andrew Foster Dr Peter Gould Mr John Harris Dr Deborah King Mrs Debbie Lee Mr Will Morony Mr Bevan Penrose A/Prof Jacqui Ramagge Dr Siu-Ming Tam Ms Jenny Tayler Prof Neville Weber</p>	<p><b>F-10 Science</b></p> <p>Mr Anthony Kitchen (Chair) Prof Denis Goodrum Ms Jan Brooks Dr Mark Butler Ms Anna Davis Dr Denise Devitt Ms Shelley Peers</p> <p><b>Senior Secondary Science</b></p> <p>Ms Wendy Engliss (Chair)</p> <p><b>Biology</b></p> <p>Mr Jef Byrne Dr Gillian Kidman Dr Michael Michie Prof Bruce Milthorpe Ms Judy Sara Dr Wilhelmina Van Rooy Dr Jim Woolnough</p> <p><b>Chemistry</b></p> <p>A/Prof Debbie Corrigan Dr Alberto Bellochi Mr John Clarke Mr Russell Dempster A/Prof Kieran Lim Prof Will Price</p> <p><b>Earth and Environmental Science</b></p> <p>A/Prof Leah Moore Prof Vaille Dawson Prof Ian Fitzsimons Ms Diane Nichols Mr Gary Simpson Mr Peter Turnbull</p> <p><b>Physics</b></p> <p>Ms Anne Disney Dr Cathy Foley Prof Richard Gunstone Mr Jim Keogh Dr Pam Mulhall Prof John Rice</p>	<p><b>F-10 History</b></p> <p>Mr John Gougoulis (Chair) Prof Stuart MacIntyre Dr Brian Hoeppe Mr Paul Kiem Ms Kate Smythe A/Prof Tony Taylor</p> <p><b>Senior Secondary History</b></p> <p>Mr John Gougoulis (Chair)</p> <p><b>Ancient History</b></p> <p>Prof Stuart MacIntyre Ms Kate Cameron Mr Nick Ewbank Mr Anthony Lynch Prof Alana Nobbs</p> <p><b>Modern History</b></p> <p>Prof Stuart MacIntyre Ms Annabel Asbary Ms Janine Giles Dr Brian Hoeppe A/Prof Tony Taylor Ms Anna Uren</p>

## 5.3 Advisory groups and membership

Phase 2 learning areas:

Geography	The Arts	Languages	Aboriginal & Torres Strait Islander Languages Expert Group
<p><b>Geography Shape Paper Advisory Panel</b></p> <p>Ms Helen Barrett (Chair)            Prof Alaric Maude            Mr Will Davis            A/Prof Deirdre Dragovich            Ms Trish Harris            Prof Iain Hay            Prof Lesley Head            Mr Nick Hutchinson            Ms Jeana Kriewaldt            Mr Malcolm McInerney            Ms Rebecca Nicholas            Prof Margaret Robertson            Mr Matthew Tonts            Ms Jenni Webber</p> <p><i>This panel was appointed for the shaping phase and was disbanded in November 2010.</i></p> <p><b>Geography F-12 Advisory Panel</b></p> <p>Ms Helen Barrett (Chair)            A/Prof Alaric Maude            Ms Monica Bini            Ms Tamara Boyer            Mr David Butler            Mr Gary Butner            Ms Trish Harris            Mr Nick Hutchinson            Ms Jeana Kriewaldt            Mr Malcolm McInerney            Mr Mark Manuel            Ms Rebecca Nicholas            Mr Brian Rogers            Ms Marcia Rouen            Ms Lianne Singleton            Mr Glyn Trethewy            Ms Jenni Webber            Mr Rod Yule</p> <p><i>This panel was appointed in February 2011 for the first phase of curriculum writing.</i></p>	<p><b>The Arts F-12 Shape Paper Advisory Panel</b></p> <p>Ms Rosemary Davis (Chair)            Dr John O’Toole            Prof Margaret Barrett            Dr Michael Dezuanni            Mrs Julie Dyson AM            Dr Richard Gill OAM            Prof Elizabeth Grierson            Ms Cindy Hales            Ms Valarie Harold            Ms Kristi Johansen            Ms Laetitia Kilpatrick            Ms Alma Loreaux            Mr Jeff Meiners            Mr Robin Pascoe            Ms Deidhre Wauchop</p> <p><b>The Arts F-12 Advisory Panel</b></p> <p>Ms Rosemary Davis (Chair)</p> <p><b>Dance</b></p> <p>Ms Julie Dyson AM (Shape Paper Advisory Panel)            Mrs Sue Fox            Mrs Diane Grant            Ms Lesley Graham            Mr Jeff Meiners (Dance Shape Paper)</p> <p><b>Drama</b></p> <p>Ms Christine Adams            Ms Miranda Jefferson            Dr John O’Toole (Drama Shape Paper)            Mr Robin Pascoe (Shape Paper Advisory Panel)</p> <p><b>Media Arts</b></p> <p>Ms Rebecca Arbon            Dr Michael Dezuanni (Media Arts Shape Paper)            Ms Gail Hobson            Mrs Melinda Roberts            Dr Colin Stewart</p>	<p>Mr Robert Randall (Chair)            A/Prof Angela Scarino            Mr Michael Boyle            Adjunct A/Prof Jo Carr            Ms Vicki Fischmann            Ms Julie Flynn            Ms Melissa Gould-Drakeley            Prof Joseph Lo Bianco            Dr Antonio Mercurio            Dr Jane Orton            Ms Sherryl Saunders            Ms Lia Tedesco            Dr Jakelin Troy            Dr Michael Walsh</p>	<p>Mr Robert Randall (Chair)            Ms Leonora Adidi            Dr Rob Amery            Ms Aretha Briggs            Dr Patrick McConvell            A/Prof Angela Scarino            Dr Jakelin Troy            Dr Michael Walsh</p>

## 5.3 Advisory groups and membership

Phase 2 learning areas:

### The Arts

#### *Music*

*Mrs Jane Alderson  
Prof Margaret Barrett  
(Music Shape Paper)  
Mr Mathew Irving  
Mr Andrew Reid  
Ms Kim Waldock*

#### *Visual Arts*

*Prof Elizabeth Grierson  
(Visual Arts Shape Paper)  
Dr Kathryn Grushka  
Dr Marianne Hulsbosch  
Mr Kim O'Brien  
Dr Susan Wilks*

#### *Early Years*

*Ms Shaleen Prowse*

#### *Primary*

*Dr Susan Crowe  
Mrs Tina Delchau  
Dr Amy Hamilton*

#### *Overview*

*Ms Helen Champion*



## 5.3 Advisory groups and membership

### Assessment and Reporting Policy Advisory Panel

The Assessment and Reporting Policy Advisory Panel (A&RPAP) comprises representatives from all jurisdictions, the Catholic and Independent sectors, the COAG Productivity Commission, the Department of Education, Employment and Workplace Relations and the Australian Bureau of Statistics. The panel provides expert advice on the National Assessment Program that measures students' progress; the national data collection and reporting that supports analysis, evaluation and research; and reporting and accountability on schools and broader national achievement.

Panel members are:

*Dr Peter Hill (Chair)*  
*Mr David Wasson*  
*Mr Peter Adams*  
*Ms Catherine Andersson*  
*Ms Colette Colman*  
*Ms Susan Dennett*  
*Mr Alan Dodson*  
*Mr Barry Dolman*  
*Dr Jenny Donovan*  
*Ms Liz Dowd*  
*Mr Tim Grace*  
*Mr Alan Green*  
*Mr Matthew Harper*  
*Mr Alan Herning*  
*Mr Jeremy Howley*  
*Mr Jeff Hunt*  
*Ms Alison Jaffee*  
*Mr Nathaniel Lewis*  
*Ms Sharyn Lidster*  
*Mr Kym Linke*  
*Mr Tony Luttrell*  
*Ms Rosalie Nott*  
*Mr Gary O'Neill*  
*Ms Tracy Stewart*  
*Mr Tony Zanderigo*

### Finance Data Working Group

The Finance Data Working Group (FDWG) provides advice to the ACARA executive on technical issues relating to the *My School* financial data collection and associated activities.

The working group comprises representatives from state and territory government education systems, National Catholic Education Commission (NCEC), Independent Schools Council of Australia (ISCA) and Department of Education, Employment and Workplace Relations (DEEWR).

Working group members are:

*Mr Chris Taggart (Chair)*  
*Ms Linda Candy*  
*Mr Matthew Harper*  
*Ms Moya Martin*  
*Mr Geoff Newcombe*  
*Mr Michael O'Brien*  
*Ms Gaile Pearce*  
*Mr Phillip Peace*  
*Mr Allan Pickering*  
*Ms Heather VanMunster*  
*Mr Peter Starkey*  
*Ms Jenny Ton*  
*Mr Ray Whitfield*  
*Mr Mark Whybrow*  
*Mr David Wilkes*  
*Mr Andrew Wright*  
*Ms Jenny Zahara*  
*Mr Tony Zanderigo*

### Growth Expert Working Group

The Growth Expert Working Group provides expert advice in developing recommendations and proposals on how best to report student progress (growth). The working group has adopted a number of business rules as to which students will be measured, across which years and against which test items. The working group continues to further refine and develop recommendations as to how student progress could best be depicted on *My School*.

Working group members are:

*Mr Nathaniel Lewis (Chair, 2011)*  
*Mr Peter Starkey (Chair, 2010)*  
*Mr Tilahun Afrassa*  
*Dr Barry Barnes*  
*Dr Geoff Barnes (2010)*  
*Ms Sue Blackall*  
*Mr Steven Businovski*

## 5.3 Advisory groups and membership

*Mr Narin Chhun*  
*Dr John DeCourcy*  
*Mr Alan Dodson*  
*Mr Andrew Hay*  
*Mr Jeremy Howley*  
*Ms Susan Daniel (2010)*  
*Dr Jenny Donovan*  
*Ms Jane Galbraith*  
*Mr Jeremy Howell*  
*Dr Siek Toon Khoo*  
*Ms Magdalena Les*  
*Dr Peter Lind*  
*Ms Lucy Lu*  
*Ms Robyn MacMillan (2010)*  
*Ms Robyn Mamouny (2010)*  
*Dr Jonathan Moritz*  
*Mr Gavin Morris*  
*Mr Brian Nott (2010)*  
*Mr Gary O'Neill (2010)*  
*Mr Bob Peck*  
*Mr Robert Potter (2010)*  
*Ms Michele Samuels (2010)*  
*Dr Roland Simons*  
*Mr Andrew Smith*  
*Mr Simon Tiller*  
*Mr David Wasson*  
*Ms Irene Yip (2010)*

### ICSEA Expert Advisory Group

The ICSEA Expert Advisory Group provides expert advice on how ICSEA should be calculated in respect of the formulae used to calculate an ICSEA score for every school in Australia. The Index of Community Socio-Educational Advantage (ICSEA) is a scale that enables meaningful comparisons to be made across schools. The expert advisory group also reviewed any applications from schools to have their ICSEA score recalculated based on new information. The expert advisory group continues to further refine and develop proposals on recalculating ICSEA scores using student measures such as parent occupation and education levels. The expert advisory group has collected data from jurisdictions and systems and is modelling this data in order to develop recommendations for the Assessment and Reporting Committee and Board.

Advisory group members are:

*Dr Peter Hill (Chair)*  
*Prof Barry McGaw*  
*Dr John Ainley*  
*Dr Barry Barnes*  
*Dr Geoff Barnes*  
*Prof Sid Bourke*  
*Mr Steven Businovski*  
*Mr Narin Chhun*  
*Ms Debbie Efthymiades*  
*Mr John Firth*  
*Ms Jane Galbraith*  
*Mr Nathaniel Lewis*  
*Ms Sharyn Lidster*  
*Mr Michael Long*  
*Ms Lucy Lu*  
*Mr Peter Starkey*  
*Mr David Wasson*  
*Mr Tony Zanderigo*

### ACARA My School Working Party

In May 2010, the then Deputy Prime Minister requested that ACARA establish the *My School* Working Party. The working party comprised representatives from organisations including schools, unions and parent groups, together with numeracy and literacy experts.

The working party considered the strengths and weaknesses of the current website, and discussed enhancements already approved by ministers. It also recommended further enhancements to improve the website. The working party finalised its report to ACARA in early September 2010 and the report was provided to ministers together with a separate set of recommendations from the ACARA Board.

Working party members are:

*Prof Barry McGaw (Chair)*  
*Prof Max Coltheart*  
*Mr Ian Dalton*  
*Mr Neville Feeney*  
*Ms Fiona Forbes*  
*Mr Angelo Gavrielatos*  
*Mr Matthew Harper*  
*Dr Peter Hill*  
*Mr Rupert Macgregor*

## 5.3 Advisory groups and membership

*Prof Geoff Masters*  
*Dr Thelma Perso*  
*Ms Leonie Trimper*  
*Ms Sheree Vertigan*

### Vocational Education and Training in Schools Working Group

The Vocational Education and Training in Schools (VETiS) Working Group represents all jurisdictions and sectors. Its key responsibility is to identify ways in which information relating to VETiS can be reported on the *My School* website in a nationally comparable format. It also examines ways to ensure that definitions relating to VETiS are understood and can be applied consistently around the country and advises on national performance measures for VETiS.

Working group members are:

*Mr Peter Starkey (Co-chair)*  
*Ms Susan Dennett (Co-chair)*  
*Dr Reg Allen*  
*Mr Ian Balcomb*  
*Mr Chris Bayer*  
*Michaela Bensley*  
*Ms Davinia Blomberg*  
*Ms Moira Breda*  
*Ms Toni Cavallaro*  
*Mr Tony Considine*  
*Mr Mark Driver*  
*Ms Liz Dowd*  
*Ms Alex Dow-Sainter*  
*Mr Ian Fyfe*  
*Ms Sandra Fox*  
*Mr John Harris*  
*Mr Andrew Howie*  
*Dr Paul Kilvert*  
*Mrs Helen Lambert*  
*Ms Katherine McGregor*  
*Mr Boyd Paties*  
*Ms Lindy Peisley*  
*Dr Phil Pettit*  
*Ms Adrienna Ross*  
*Mr Darryl Sutton*  
*Mr Barry Wallet*  
*Mr David Wasson*  
*Mr Ward Whestphal*  
*Mr Glen Whitaker*  
*Ms Gill Yates*

### Student Attendance Data Collection Working Group

The Student Attendance Data Collection Working Group was formed with representatives from jurisdictions and sectors to work with ACARA to achieve a consistent method for collecting and reporting student attendance data. In addition, this group was established to provide expert advice in the identification of issues that surround the development of a nationally comparable method for collection of student attendance data. It also provides expert advice in the identification of areas of standardisation required to achieve consistency in data collection methodologies leading to comparability between jurisdictions and across the sectors.

Working group members are:

*Mr Nathaniel Lewis (Chair)*  
*Ms Catherine Andersson*  
*Ms Karen Bass*  
*Mr Nigel Cross*  
*Mr Alan Dodson*  
*Dr Irene Gray*  
*Ms Christine Albans*  
*Ms Collette Coleman*  
*Ms Susan Dennett*  
*Mr Barry Dolman*  
*Dr Jenny Donovan*  
*Ms Liz Dowd*  
*Ms Roslyn East*  
*Mr David Garner*  
*Ms Alita Gee Kee*  
*Mr Jeremy Howley*  
*Mr Jeff Hunt*  
*Ms Sharyn Lidster*  
*Dr Lucy Lu*  
*Mr Lawrence McDonald*  
*Ms Rosalie Nott*  
*Mr Gary O'Neil*  
*Mr Mick Stapleton*  
*Ms Tracey Stewart*  
*Mr Simon Tiller*  
*Mr David Wasson*  
*Mr Tony Zanderigo*

## 5.3 Advisory groups and membership

### National Report on Schooling Working Group

The National Report on Schooling Working Group was established to review and provide feedback on the development of the *National Report on Schooling in Australia 2009*. This is the first edition of the report for which ACARA is responsible. The working group helped to develop the planning framework and played an important role in reviewing the draft report. Recommendations from the working group were provided to the Assessment and Reporting Policy Advisory Panel for review and endorsement.

Working group members are:

*Ms Julie-Anne Justus (Chair)*  
*Ms Jessie Bice*  
*Ms Liz Dowd*  
*Dr Karen Jacobson*  
*Ms Lindy Peisley*  
*Dr Roland Simons*  
*Mr Wayne Williams*  
*Ms Gill Yates*

### School Satisfaction Survey Working Group

The School Satisfaction Survey Working Group was established to provide advice and recommendations on the development and implementation of the national school satisfaction survey initiative. The working group includes representatives from all jurisdictions and sectors. To date, the working group has reviewed current surveying practices across Australian schools, made recommendations to ACARA's Assessment and Reporting Policy Advisory Panel on the implementation of the national survey, and progressed work on the development of a national survey instrument.

Working group members are:

*Mr David Wasson (Co-Chair)*  
*Mr Tilahun Afrassa*

*Ms Josie Barac*  
*Ms Larissa Cowlshaw*  
*Mr Brian Davies*  
*Mr Alan Dodson*  
*Ms Liz Dowd*  
*Ms Roslyn East*  
*Mr Stephen Fraser*  
*Mr Dion Harle*  
*Mr Jeremy Howley*  
*Mr Jeff Hunt*  
*Ms Alison Jaffee*  
*Mr Andrew Jones*  
*Ms Jacqui Louw*  
*Mr Gerry McCloughan*  
*Ms Louise Oldman*  
*Mr Gary O'Neill*  
*Dr Mary Oski*  
*Ms Geraldine Paull*  
*Mr Leon Schwerin*  
*Mr Peter Starkey (Co-Chair)*  
*Ms Susan Wright*

### NAPLAN Reporting Working Group

The NAPLAN Reporting Working Group was established to advise on the reporting of NAPLAN national results, with a particular focus on how best to represent four years of data (2008 to 2011). The working group has considered both the preliminary (summary) report and the final NAPLAN National Report. In addition, work is underway on the development of the NAPLAN website so that results are displayed on easily searched HTML pages. Recommendations from the working group were provided to the Assessment and Reporting Policy Advisory Panel for review and endorsement.

Working group members are:

*Ms Julie-Anne Justus (Chair)*  
*Ms Suzanne Blackall*  
*Mr Mark Cheeseman*  
*Ms Susan Dennett*  
*Mr Alan Dodson*  
*Mr Tim Grace*  
*Dr Goran Lazendic*  
*Ms Gill Yates*  
*Ms Robyn Yates*

## 5.3 Advisory groups and membership

### Expert Advisory Panel

The Expert Advisory Panel provides expert advice on measurement issues in relation to the National Assessment Program (NAPLAN and NAP Sample Assessments). The group meets on a regular basis and also convenes when out-of-session advice is required.

Advisory panel members are:

*Prof Ray Adams (Chair)*  
*Prof David Andrich*  
*Prof George Cooney*  
*A/Prof Shelley Gillis*  
*Prof Patrick Griffin*  
*Mr Peter Adams*  
*Dr Goran Lazendic*  
*Mr Andrew Smith*

### National Testing Working Group

The National Testing Working Group operates as a forum for information sharing and collaboration between ACARA, testing authorities and stakeholders in relation to the National Assessment Program – Literacy and Numeracy (NAPLAN). The Group provides advice on test development, administration and reporting and provides quality assurance to achieve high quality tests in a nationally consistent framework.

Working group members are:

*Mr Peter Adams (Chair, June–May 2011)*  
*Ms Rhondda Kretschmann (Chair, May–June 2011)*  
*Mr Tim Grace*  
*Ms Robyn Roberts (Nov–June 2011)*  
*Mr Paul Becker*  
*Ms Suzanne Blackall*  
*Ms Kate O'Donnell (July–Oct 2010)*  
*Ms Sue Robertson (Oct 2010–April 2011)*  
*Ms Lee Willett (May–June 2010)*  
*Ms Ellen Herden*  
*Ms Karen Ferrante*  
*Mr Kym Linke (May–June 2011)*  
*Mr Gary O'Neill (June 2010–April 2011)*  
*Mr Andrew Smith*  
*Ms Marilyn McKee*  
*Ms Janelle Wills*

## 5.4 Evidence to parliamentary committees

The inquiry into the administration and reporting of NAPLAN testing was announced on 13 May 2010, with both of the following documents available on the website of the Australian Parliament:

- ACARA submission - 30 June 2010,
- inquiry report - 24 November 2010.

ACARA attended the Senate Education, Employment and Workplace Relations Committee to give evidence as follows:

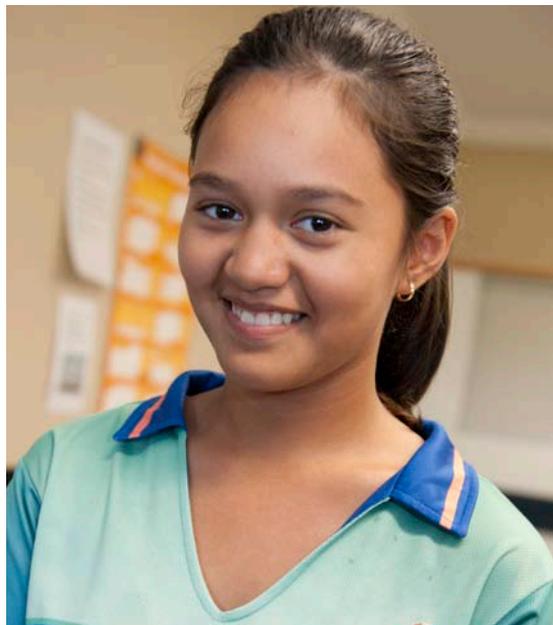
- Supplementary Budget Estimates (Thursday 21 October 2010),
- Additional Estimates (Thursday 24 February 2011),
- Budget Estimates (Thursday 2 June 2011).

Full transcripts of these hearings are available in Hansard.



## 5.5 Freedom of information

Under recent amendments to the *Freedom of Information Act 1982* (Cth) (the *FOI Act*), there is no longer a requirement that certain information regarding FOI be published in ACARA's *Annual Report*. Instead, ACARA is required to publish on its website a range of specified information. The intention behind these amendments is to allow greater access to, and transparency of, government documents.



## 5.6 Occupational health and safety

### Overview

Occupational health and safety (OH&S) has an important role to play at ACARA. A safe work place is provided by the training of staff on the importance of health and safety measures and how to report any hazards that may cause an incident, injury or illness.

ACARA has a Safety Consultation Committee made up of ten employees representing all business groups. The committee promotes awareness of OH&S in the workplace and meets every two months to discuss OH&S issues identified by staff or during workplace inspections. Regular OH&S audits also ensure continued improvement in this area.

New staff members receive OH&S inductions. The OH&S policy, legal OH&S responsibilities, emergency evacuation instructions, ergonomics and manual handling are all explained and demonstrated. The location of emergency exits, fire extinguishers, the first aid box and lifting aids are shown.

At the beginning of 2011, an additional ACARA office was set up in Perth. A thorough OH&S inspection was undertaken and many issues were discovered. With the help of staff members working with the building owner, the space was improved to so as to meet an acceptable OH&S standard.

### OH&S Performance

During 2010–2011, there was only one reported injury to Comcare. There were no Provisional Improvement Notices issued (section 29 of the *OH&S Act 1991*) or Prohibition Notices (section 46) or Improvement Notices (section 47). There were no investigations undertaken by Comcare arising out of ACARA's undertakings as an employer in accordance with the Act.

OH&S has become a regular agenda item at the Audit and Risk Committee meetings as agreed to by the ACARA Board. Here they are kept up to date of any issues arising and the actions implemented to rectify the hazard.



## 5.7 Legislative reporting requirements

### Ministerial Directions

ACARA is required, under paragraph 12 of the *Commonwealth Authorities and Companies (Report of Operations) Orders 2008*, to provide particulars of any directions issued by the responsible minister, or other minister, under ACARA's enabling legislation or other legislation. During 2010–2011 ACARA was not subject to any ministerial directions.



## 5.8 Privacy complaints

### Overview

ACARA must collect personal and often sensitive information about people in order to perform its functions effectively.

ACARA takes seriously its privacy obligations, as set out in the *Privacy Act 1988*, and is committed to meeting the highest standards when collecting, storing, using and disclosing personal information. ACARA is kept abreast of current privacy issues with regular updates provided by the Office of the Australian Information Commission.

No complaints about instances of privacy breach under the *Privacy Act 1988* (Cth) were received during the 2010–2011 reporting period.

ACARA's Privacy Officer is contactable as follows:

Telephone: 1300 895 563

Mail: Level 10, 255 Pitt Street,  
Sydney, NSW, 2000

Email: [info@acara.edu.au](mailto:info@acara.edu.au)



## 5.9 Providing access for people with disabilities

### Access to Premises and Facilities

ACARA has endeavoured to provide access for people with disabilities and has implemented features to assist them. Entrance doors open automatically via a security swipe card, eliminating the need for any pushing or pulling. Changes in floor levels are ramped to make access easy for people in wheelchairs. A toilet and shower room has been specially equipped with wide doors, large turning space, rails, low level sink and taps and no shower screen. Signs to the bathroom have Braille definition symbols for visually impaired staff and visitors. The polished concrete floor in the office has had an anti-slip surface sprayed on it so visitors and staff who use a wheelchair or crutches can gain grip.



### Consideration of Special Needs in Curriculum, Assessment and Reporting Outputs

ACARA has established an Equity and Diversity Advisory Panel to advise on issues affecting the curriculum. This panel provides valuable advice to ensure that the Australian Curriculum is accessible to all students, and that students with special needs are considered appropriately in the National Assessment Program and when reporting on school performance.

Working with states and territories, ACARA has developed agreed *National Protocols for Test Administration*. These protocols establish guidelines for providing special arrangements in test sessions for students with special needs. In 2011, thousands of students across Australia were provided with special arrangements designed to ensure that they could participate fully in tests. These included Braille tests, scribes, additional time and other measures. These arrangements are provided to students consistent with ACARA's objectives to maximise student participation in the tests and to make the tests as accessible to as many students as possible.

ACARA has also worked with the New South Wales Department of Education and Training to enhance opportunities for participation in NAPLAN 2012 for students with disabilities who require testing to be conducted in an electronic (not paper-based) format.

## 5.10 Sustainable practices

### Office Environment

ACARA is committed to creating and maintaining a sustainable workplace. ACARA encourages all staff to help reduce greenhouse gas emissions, conserve water and reduce waste through the following measures:

- printers are set to double sided printing as their default setting,
- recycled paper is used in all printers,
- drafts are reviewed electronically,
- data projectors and plasma screens are used to display information to groups to replace printed handouts,
- the internet is used as the main forum to disperse information to the wider community.

The office is committed to recycling paper, and recycling bins are located near printers. Each workstation has its own recycle bin so separation of paper from garbage is the responsibility of all staff.

ACARA recycles printer cartridges to prevent potentially hazardous materials from polluting the environment. On average, ACARA recycles 14 kg of printer cartridges per month.

By choosing a supplier with sustainable practices, ACARA has assisted with the

establishment of a koala habitat in Northern NSW. The indoor plant company which supplies ACARA's office plants has established native trees on a property for every business they supply plants to. This is one small way that ACARA has made a difference to the environment.



## 5.11 Acronyms and glossary

Acronym	Title
A&R	Assessment and Reporting
A&RPAP	Assessment and Reporting Policy Advisory Panel
ACACA	Australasian Curriculum, Assessment and Certification Authorities
ACARA	Australian Curriculum, Assessment and Reporting Authority
<i>ACARA Act</i>	<i>Australian Curriculum, Assessment and Reporting Authority Act 2008</i>
ACER	Australian Council for Educational Research
AEEYSOC	Australian Education Early Childhood Development and Youth Affairs Senior Officials Committee
AEU	Australian Education Union
ANR WG	Australian National Report Working Group
BEMU	Benchmarking and Educational Measurement Unit
BoS	Board of Studies
<i>CAC Act</i>	<i>Commonwealth Authorities and Companies Act 1997</i>
COAG	Council of Australian Governments
DEECD	Department of Education and Early Childhood Development
DEEWR	Department of Education, Employment and Workplace Relations
DET	Department of Education and Training
Domain	Relating predominantly to NAP tests, this refers to particular learning skill sets (eg reading, writing, language conventions, numeracy)
EAG	Education Advisory Group
EAL/D	English as an Additional Language/Dialect
ESA	Education Services Australia (formerly Curriculum Corporation and Education.au)
F	Foundation. This term has been used in ACARA's curriculum work to denote the year prior to year one, which is known variously as Kindergarten, Preparatory (Prep), Reception, Transition, or Pre-Primary in different states and territories. This terminology was adopted with the publication of the Australian Curriculum.
F-10	The school years from Foundation (see note for this entry) to Year 10
F-12	The school years from Foundation (see note for this entry) to Year 12
FDWG	Finance Data Working Group
FMO	Finance Minister's Orders

## 5.11 Acronyms and glossary

Acronym	Title
ICT	Information and Communication Technology
ISCA	Independent Schools Council of Australia
LBOTE	Language Background Other than English (see EAL/D)
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs (defunct, see MCEECDYA)
Ministerial Council	MCEECDYA or MCEETYA, depending on historical context
NAP	National Assessment Program
NAPLAN	National Assessment Program - Numeracy and Literacy
NCEC	National Catholic Education Commission
NCVER	National Centre For Vocational Education Research
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PMRT	Performance Measurement and Reporting Taskforce
Senior Secondary	The final two years of secondary schooling - generally Years 11 & 12
TAA	Test Administration Authority
TIMSS	Trends in International Mathematics and Science Study
VETiS	Vocational Education and Training in Schools

## 5.12 Compliance index

Requirement	Reference	Annual Report Section
Exemptions to requirements for financial statements	<i>CAC Financials 2008</i> , clause 1D	N/A – none
Judicial decisions and decisions of administrative tribunals that have had, or may have, a significant impact on operations	<i>CAC Financials 2008</i> , clause 11 (a)	N/A – none
Reports on the operations of the authority by the Auditor-General, a parliamentary committee or the Commonwealth Ombudsman	<i>CAC Financials 2008</i> , clause 11 (b)	N/A – none
Effects of ministerial or MCEECDYA directions and notification of general policies of the Australian governments	<i>CAC Financials 2008</i> , clause 12	Sections 1.3, 5.7
Directors	<i>CAC Financials 2008</i> , clause 14	Sections 1.4, 5.1, 5.2
Indemnities and insurance premiums for officers	<i>CAC Financials 2008</i> , clause 16	Section 3.1
Commonwealth Disability Strategy	<i>CAC Financials 2008</i> , clause 18	Section 5.9
Certification	<i>CAC Financials 2008</i> , clause 4	Letter of Transmittal
Enabling legislation, functions and objectives	<i>CAC Financials 2008</i> , clause 8 (a)	Section 1.3
Location of major activities and facilities	<i>CAC Financials 2008</i> , clause 9	Section 1.3
Organisational structure	<i>CAC Financials 2008</i> clause 9	Section 3.5
Review of performance	<i>CAC Financials 2008</i> , clause 10 (1) (b)	Section 2 (all)
Factors, events or trends influencing performance	<i>CAC Financials 2008</i> , clause 10 (1) (b)	Section 3 (all)
Significant events as per s. 15 <i>CAC Act</i>	<i>CAC Financials 2008</i> , clause 10 (1) (c)	Section 3.3
Operational and financial results during the year, including principle outputs, major investing activities, key financial and non-financial activities	<i>CAC Financials 2008</i> , subclause 10 (1) (d)	Section 2 (all), Section 4 (all)
Significant changes in state of affairs or principal activities during the financial year	<i>CAC Financials 2008</i> , subclause 10 (1) (e)	Section 3.5
Significant developments since end of the financial year	<i>CAC Financials 2008</i> , subclause 10 (1) (f)	There were no significant developments to report since the end of the financial year.

## 5.12 Compliance index

Requirement	Reference	Annual Report Section
Efficiency and effectiveness of the operations in producing its principal outputs	<i>CAC Financials 2008</i> , subclause 10 (2) (a)	Section 2
Clear links between outcomes, strategies for achieving those outcomes and the principal outputs	<i>CAC Financials 2008</i> , subclause 10 (2) (a)	Sections 2, 3.1
Audit Committee	<i>CAC Financials 2008</i> , subclause 15 (2)	Sections 1.4, 3.1, 5.1
Advertising, market research, legal & consultancy costs	<i>CAC Financials 2008</i> , subclause 17 (2), ref <i>Commonwealth Electoral Act 1918</i> , section 311A	Not required – not a statutory agency as defined by Public Service Act
Ecologically sustainable development and environmental performance	<i>CAC Financials 2008</i> , subclause 17 (2), ref <i>Environment Protection and Biodiversity Conservation Act 1999</i> , section 516A	Section 5.10
Freedom of Information	<i>CAC Financials 2008</i> , subclause 17 (2), ref <i>Freedom of Information Act 1982</i> , subsection 516A	Section 5.5
Occupational health and safety	<i>CAC Financials 2008</i> , subclause 17 (2), ref <i>Occupational Health and Safety (Commonwealth Employment) Act 1991</i> , section 74	Section 5.6
Responsible minister(s)	<i>CAC Financials 2008</i> , subclause 8 (b)	Section 1.3
Fraud risk assessment and control	<i>Commonwealth Fraud Control Guidelines 2002</i>	Section 3.2
Financial statements	Subclause 1 (b) and subclause 2 (1) of Schedule 1 to the <i>CAC Act</i>	Section 4
Financial statements certification: a statement, signed by the directors	Subclause 2 (3) of Schedule 1 to the <i>CAC Act</i>	Section 4.1
Financial statements certification: Auditor General's Report	Subclause 1 (c) of Schedule 1 to the <i>CAC Act</i>	Section 4.2