

# acara

AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY



## Annual Report 2011–2012

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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

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The Hon. Peter Garrett AM, MP  
Minister for School Education, Early Childhood and Youth  
Parliament House  
Canberra ACT 2600

10 September 2012

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 2012.

The 2011-2012 financial year saw ACARA delivering on a number of key responsibilities set by the Standing Council for School Education and Early Childhood (SCSEEC). This included the launch of the more sophisticated *My School* 2012 website; development and administration of the NAPLAN test to approximately one million students in years 3, 5, 7, and 9; the release of the draft Australian Curriculum for Senior Secondary students (Years 11 and 12) in English, history, mathematics and science; the completion of the final *Shape of the Australian Curriculum: Languages* paper and *Shape of the Australian Curriculum: The Arts* paper; and completion of the draft shape papers for health and physical education, technologies, and, civics and citizenship. In fact, ACARA finished the reporting year with curriculum development completed or underway in all learning areas listed in the *Melbourne Declaration on Educational Goals for Young Australians*.

I wish to acknowledge the directions set by the Standing 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 2011–2012



## Overview



## 1.1 Chair's foreword

ACARA has undertaken an ambitious journey over the course of its first three years. Its work on curriculum built upon 13 months of work by the Interim National Curriculum Board and, in 2011-12, reached a major milestone. On 14 October 2011, Commonwealth, state and territory education ministers endorsed the achievement standards for Foundation to Year 10 Australian Curriculum in English, mathematics, science and history. Following Ministers' endorsement of the curriculum content for these first four learning areas in December 2010, the achievement standards were refined after a validation process this year that involved feedback from classroom teachers and state and territory school and curriculum authorities.

Curriculum implementation is now under way or under detailed preparation in the states and territories. Where relevant, the curriculum has been benchmarked against those in high-performing countries to ensure that we do not expect less of our young people than they do of theirs. The demands of primary mathematics, as an example, have been raised with the introduction of the Australian Curriculum.

ACARA released a revised draft of the Australian Curriculum for Senior Secondary students (Years 11 and 12) in English, history, mathematics and science for further consultation. Work on other learning areas is underway with geography being the most advanced.


In February 2012, ACARA released the third version of the *My School* website with updated information on schools and with the addition of an important new indicator of student growth between years in which they were assessed with the National Assessment Program: Literacy and Numeracy (NAPLAN). The new indicator enables schools to compare the growth of their students with others who

2 had the same starting point two years earlier.

In 2005, Commonwealth, state and territory ministers of education decided to pilot common national testing of literacy and numeracy to replace the separate state and territory assessments that dated back to the earliest state wide assessments in New South Wales in 1990. On the basis of a successful pilot, ministers decided in 2006 to create the common assessment program known as NAPLAN, which then began in 2008. ACARA assumed responsibility for coordinating the development, administration and marking of NAPLAN in 2010. ACARA managed NAPLAN again in 2011 and 2012 and also a survey of the ICT literacy of a national sample of primary and secondary school students as part of the triennial cycle of sample assessments under the National Assessment Program.

Finally, in May 2012, ACARA farewelled its inaugural CEO, Dr Peter Hill, who retired leaving a proud legacy of achievement. He had come to ACARA with substantial national and international experience in educational policy and measurement research as well as in management and leadership. The ACARA Board and staff are deeply grateful for the foundation he established on which others can now continue to build.

ACARA has an important and engaging program of work before it and a committed and able team of staff to deliver it in collaboration with key stakeholders and the broader community.



Professor Barry McGaw AO, PhD  
Chair



## 1.2 CEO's report

Over the course of 2011-12, ACARA's third full year in operation, the organisation continued to fulfill its charter, moving forward with the development of a national curriculum for all young Australians and continuing to develop and deliver innovative assessment and reporting programs. In order to do this, the Authority engaged regularly with a diverse group of stakeholders within each state and territory and nationally. The year also saw ACARA farewell its first CEO, Dr Peter Hill, who retired in May 2012 having led the organisation from late September 2009.

### ACARA's Achievements

In October 2011, the state, territory and federal education ministers formally endorsed the achievement standards for the Foundation to Year 10 Australian Curriculum for English, history, mathematics and science. ACARA worked with state and territory education authorities to refine and validate these standards, providing all states and territories with common reference points for reporting on student achievement. This workstream was extended in 2012 with the release of draft Senior Secondary Australian Curriculum for national consultation in four areas.

Curriculum development also continued in other learning areas throughout 2011-12. ACARA published the final *Shape of the Australian Curriculum: Languages* paper, which followed national consultation with educators, cultural and language groups, as well as the general community. The paper sets out a vision for language learning in Australian classrooms and the basis for languages curriculum development. This will significantly enhance students' learning of languages other than English. In addition, the final *Shape of the Australian Curriculum: The Arts* was published in September 2011.

This represents another milestone towards the delivery of a learning entitlement for all young Australians.

ACARA also published for national consultation draft shape papers for health and physical education, technologies, as well as civics and citizenship. With the preparation of a shape paper for economics and business underway, ACARA completed the reporting year with curriculum development completed or underway in all learning areas listed in the *Melbourne Declaration on Educational Goals for Young Australians*.

In February 2012, ACARA released the third version of the *My School* website, which continues to provide valuable information about schools for parents and the broader community. The latest version of the site includes updated information about school finances, demographic profiles, as well as performance on national literacy and numeracy tests for nearly 10,000 schools across Australia. This followed complex work refining and coordinating various data collection processes. It also involved close coordination and engagement with stakeholders across all school sectors to ensure that data presented on the site is accurate, fair and useful to the community.

Approximately one million students in years 3, 5, 7 and 9 sat the 2012 NAPLAN tests. These were developed by ACARA and administered by state and territory test administration authorities. As in previous years, the support from teachers and administrators in almost 10,000 schools across the country meant that the program was conducted successfully with only a few incidents. In addition to the NAPLAN program, a sample of around 11,000 students in years 6 and 10 from across the country took part in the triennial National Assessment Program – ICT Literacy program.

## 1.2 CEO's report

### ACARA's People

ACARA's strength continues to be its people, who are drawn from a wide variety of backgrounds in both the public and private sectors. While headquartered in Sydney, with an office in Melbourne, the Authority maintains an Assessment Development Centre in Perth within the University of Western Australia.

Reflecting the maturing nature of the organisation, there were several adjustments to ACARA's internal organisational structures. In addition, the implementation of a shared corporate services model and the rollout of stakeholder relationship and project management systems added to the effective and efficient management of activities across the organisation.

ACARA also undertook negotiations with the Community and Public Sector Union (CPSU) on an organisation-wide Enterprise Bargaining Agreement (EBA) to ensure fair and consistent conditions for employees across the Authority. The agreement will be implemented in July 2012.



Robert Randall

Acting 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.

### 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, territory 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 Standing 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. The Ministerial Council is currently called the Standing Council on School Education and Early Childhood (the Standing Council).

ACARA reports to the Standing Council and to the Federal Minister for Education, in relation to requirements under the *Commonwealth Authorities and Companies Act 1997* (CAC Act).

### Responsible Minister

For the 2011-12 financial year, the Minister responsible for ACARA was the Hon Peter Garrett AM MP, Minister for School Education, Early Childhood and Youth.

### 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) and appointed by the Minister for School Education, Early Childhood and Youth.

Changes were made to the membership of the Board during the reporting period in accordance with Section 14 of the ACARA Act 2008. Ten members of the Board were re-appointed with Professor Barry McGaw AO continuing in his role of Chair and with Mr Tony Mackay continuing as the Deputy Chair. Three members retired from their role with three new members appointed.

During the reporting period, the Board was supported by the Audit and Risk Committee, with all members of the Board, as well as the Audit and Risk Committee, being non-executive.

### 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 2011–2012



## Performance



## 2.1 Provision of a national curriculum

### Overview

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

Work on the Australian Curriculum is guided by the 2008 Ministerial Council's *Melbourne Declaration on Educational Goals for Young Australians*, which sets 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 capacities to thrive and compete in a globalized 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 overall development of the Australian Curriculum is guided by the *Shape of the Australian Curriculum* which is approved by education ministers. This third version of the shape paper was published in October 2011. It provides background for the implementation of the first phase of curriculum development and guides further development of the Australian Curriculum. The process for developing the national curriculum is outlined in ACARA's *Curriculum Development Process*, available on ACARA's website at [www.acara.edu.au](http://www.acara.edu.au). This process has four stages: shaping, writing, implementation, as well as evaluation and review. The *Curriculum Development Process* (v6.0) was last updated in April 2012.

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 addresses other learning areas identified in the Melbourne Declaration, namely technologies, health and physical education, economics and business, as well as civics and citizenship. The key elements of the F-12 Australian Curriculum are the rationale, aims, content descriptions (with content elaborations) and achievement standards (with annotated work samples) which are published online.

The design specifications for the Australian Curriculum are outlined in the latest version of the *Curriculum Design* paper (v3.0) updated in March 2012.

In addition to its focus on learning areas, the Australian Curriculum also pays particular attention to general capabilities. They encompass a set of knowledge, skills, behaviours and dispositions that apply across the curriculum and assist students to live and work successfully in the diverse world of the twenty-first century. The Australian Curriculum includes seven general capabilities: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding. These areas 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 an overview and learning continuum for each capability. These have been used to inform curriculum development in F-10 English, mathematics, science and history, as well as to inform future phases of curriculum development.

## 2.1 Provision of a national curriculum

The Australian Curriculum also 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:

- 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 organising ideas that capture the essence of the priority has been developed for each cross-curriculum priority. Writers for each learning area apply these organising ideas in their work and include them where they are most natural and powerful.

ACARA collaborates with other national agencies in supporting the development and implementation of the Australian Curriculum, for example:

- with Education Services Australia, regarding online resource discovery and access; and
- with the Australian Institute for Teaching and School Leadership, regarding professional learning requirements in relation to the Australian Curriculum.

### Achievements

During 2011-2012, ACARA made significant progress in developing the Australian Curriculum and delivered on a number of milestones, notably:

- the validation and online publication of achievement standards for F-10 English, mathematics, science and history,
- the release of the draft senior secondary Australian Curriculum for English, mathematics, science and history for consultation.

In October 2011, education ministers agreed to the publication of the *Shape of the Australian Curriculum v3.0*. This revised version is subject to further public comment and feedback, prior to a fourth version being submitted to ministers in December 2012.

### F-10 English, mathematics, science and history validation program

The 2011 validation of F-10 achievement standards was conducted in collaboration with states and territories. Revised achievement standards and refined curriculum content for F-10 English, mathematics, science and history were approved by ministers and published on the ACARA website in October 2011. In addition, to clarify achievement standards for each of these subjects, portfolios of student work were developed and published in December 2011.

*"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 about curriculum development



## 2.1 Provision of a national curriculum

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

Draft senior secondary curriculum for 14 subjects in the learning areas of English, mathematics, science and history was released for public consultation in May 2010. Following a first round of national consultation on these subjects in the middle of 2010, feedback was reviewed by advisory groups together with state and territory education authorities. This analysis, along with ACARA's responses to the results of the consultation process, informed the draft curriculum released for consultation in May 2012.

### Geography, languages and the arts curriculum development

The draft *Australian Curriculum: Geography* was released for consultation from October 2011 to February 2012. Feedback has been analysed and re-drafting is underway. The revised F-12 curriculum will be submitted to ministers for endorsement in December 2012.

The *Shape of the Australian Curriculum: The Arts* was published in August 2011 and writing of the draft F-10 Australian Curriculum continued through to June 2012 for public consultation in the second half of 2012. The final F-10 arts curriculum is planned for release in mid 2013.

Following publication of the *Shape of the Australian Curriculum: Languages* in November 2011, curriculum writing began for F-10 Chinese and Italian. Development of a *Framework for Aboriginal Languages and Torres Strait Islander Languages* began in March 2012. It is planned that the first set of languages curriculum will be submitted to ministers for approval in mid-2013.

A schedule for additional F-10 languages curriculum development for completion by the end of 2013 has also been established,

comprising Arabic, French, German, Indonesian, Japanese, Korean, Modern Greek, Spanish and Vietnamese. Further work is being undertaken to determine the process, timeline and resources required for the development of curriculum for Auslan, Classical languages, Hindi and Turkish.

Discussion continues on further languages and learner pathways that will be developed as part of the Australian Curriculum.

### Technologies, health and physical education, civics and citizenship, as well as economics and business curriculum development

ACARA began work on the third phase of curriculum development in 2011-2012.

In July 2011, work began on the development of shape papers for technologies, as well as health and physical education. National forums in both learning areas were held in December 2011 to gather feedback on initial advice papers. National consultation on the draft shape papers occurred between March and early June 2012. A consultation report and directions for revision were prepared in June. Development of the final shape papers to guide the writing of the curriculum has begun.

Writing of the draft shape paper for civics and citizenship is now complete. This follows feedback from the March 2012 national forum on the *Initial Advice Paper* for civics and citizenship. National consultation on the draft shape paper was underway at the end of 2011-2012 reporting period.

The *Initial Advice Paper* for economics and business was discussed at a national forum in June 2012. Feedback will inform development of the draft shape paper in the second half of 2012.

## 2.1 Provision of a national curriculum

### Other curriculum initiatives

#### *General capabilities*

General capabilities materials, including a learning continuum for each of the seven general capabilities, were published in January 2012. This resource will help teachers develop a shared understanding of the nature, scope and sequence of the general capabilities in the Australian Curriculum.

Work has continued to ensure appropriate representation of general capabilities in the phase 2 and 3 learning areas of the Australian Curriculum F-10. Further development of the learning continua for each general capability began in 2012. A general capabilities advisory group was formed in June 2012 and will meet at key stages in the development process.

#### *Cross-curriculum priorities*

ACARA has refined and published the overview, organising ideas and learning area statements for two of these priorities: Asia and Australia's engagement with Asia, and, sustainability. Meanwhile, the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority is subject to further refinement, before submission to the ACARA Board in the second half of 2012.

Teams of writers for each cross-curriculum priority have guided learning area writing teams as they incorporate the priorities at the shaping and writing phases of curriculum development.

#### *Senior secondary assessment and reporting*

Bilateral discussions between ACARA, state and territory curriculum authorities were conducted in March and April 2012, focusing on the development of the senior secondary Australian Curriculum. The meetings provided an opportunity to discuss approaches to

assessment, reporting and certification practices in each state and territory.

#### *Students with disability*

Consultation on draft content descriptions and achievement standards, for students progressing to Foundation level in English and mathematics, took place between September and November 2011. A consultation report was published in February 2012.

Since then, ACARA has built on and revised these materials, so that they apply across all learning areas and all age levels. This was done by extending the general capability learning continua (starting with literacy, numeracy, and, personal and social capability). ACARA is also developing examples that illustrate application of these curriculum materials in planning age-appropriate learning opportunities in each learning area for students with disability. These materials will be trialled in schools from July 2012.

#### *English as an additional language or dialect*

ACARA published *English as an additional language or dialect: Teacher Resource* in August 2011. Additional components of the resource were published in June 2012. This resource provides teachers and students with support materials that are appropriately connected with the Australian Curriculum. These documents include annotations describing linguistic and cultural considerations (implied by some curriculum content descriptions) and suggest teaching strategies to better enable students with English as an additional language or dialect to access the curriculum.

#### *F-10 work samples*

The work samples project aims to coordinate the development and selection of assessment tasks and the collection of student work samples in order to compile

## 2.1 Provision of a national curriculum

and publish portfolios, which will illustrate the achievement standards for English, mathematics, science and history from Foundation to Year 10. The aim is to publish three additional portfolios for each achievement standard online by December 2012.

### *Recognition of alternative curriculum frameworks*

ACARA conducted a review of its process for the recognition of alternative curriculum frameworks in March 2012 following the first cycle of recognition in 2011. The review invited previous participants to comment on the recognition process, in particular the three key documents used by those seeking recognition. A revised *Process of Recognition* document was published in June 2012.

### *Monitoring and evaluation*

ACARA has worked with state and territory education authorities to articulate proposed monitoring and evaluation processes for the implemented Australian Curriculum, in particular the sample reporting framework.

### *National Trade Cadetships*

The National Trade Cadetship initiative was announced by the Australian Government in 2010. It proposed to provide clearly defined pathways into trade careers and other occupations requiring vocational qualifications (which are equal in quality, value and rigor to more traditional academic programs).

In July 2011, MCEECDYA agreed to refer the development of a foundation pathway for years 9–10 to ACARA. As an initial step, ACARA will invite states and territories to provide advice on existing vocational learning curriculum being delivered in each state and territory that would form the basis of the Foundation pathway.



## 2.1 Provision of a national curriculum



The Australian Curriculum v3.0 was published in January 2012. This included revisions to general capabilities, cross curriculum priorities and content elaborations. Links have been made to the digital learning resources of Scootle from the Australian curriculum content descriptions.



The Australian Curriculum Consultation Portal 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

It is anticipated that the final senior secondary Australian Curriculum for 14 subjects in the learning areas of English, mathematics, science and history, including content and achievement standards, will be ready for ministerial endorsement in December 2012. The F-12 Australian Curriculum: Geography will also be completed by December 2012.

The F-10 Australian Curriculum in range of languages and the arts will be finalised during the first half of 2013. The F-10 Australian Curriculum in phase 3 learning areas will be finalised by the end of 2013.

The revision and development of general capabilities will continue in 2012 and 2013. Additional levels in learning continua will be developed for the end of the Foundation Year as well as years 4 and 8. Views of general capabilities by learning area will be provided and annotated work samples will be developed.

The process of providing expert advice about cross-curriculum priorities in the shaping and writing phases of curriculum development will be applied to phase 3 learning areas.

ACARA will continue to work with special education experts and key stakeholders to ensure that the Australian Curriculum is accessible to students with disability, on the same basis as students without disability. The general capability learning continua are being extended as necessary to support teachers in planning for the learning needs of every student. ACARA is also developing an initial suite of examples that illustrate application of curriculum materials to planning age-appropriate learning opportunities in each learning area.

The *English as an Additional Language or Dialect: Teacher Resource* will be expanded to help students learning English as an additional language or dialect (EAL/D) access the geography, the arts and languages curriculum. Examples of student work will be added to the ACARA website to illustrate additional aspects of the EAL/D learning progression. There will be further research and collaborative work with state and territory education authorities on more consistent approaches to assessment, reporting and certification practices.

In mid-2012, public comment will be sought on version 3 of the *Shape of the Australian Curriculum*. A revised version will be submitted to the Standing Council in December 2012.



## 2.2 Provision of a national assessment program

### Overview

#### Purpose

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

The elements of the NAP managed by ACARA are the National Assessment Program – Literacy and Numeracy (NAPLAN) and the national sample assessments in science literacy, civics and citizenship, as well as information and communication technology literacy.

NAP results are used to track student achievement and to identify areas that require policy intervention. Data also provide useful information that informs planning for improved student learning in key curriculum areas. In addition, individual student achievement can be reported against national standards as one part of the broader classroom assessment of students.

NAP tests are constructed to assess knowledge, skills and understandings appropriate

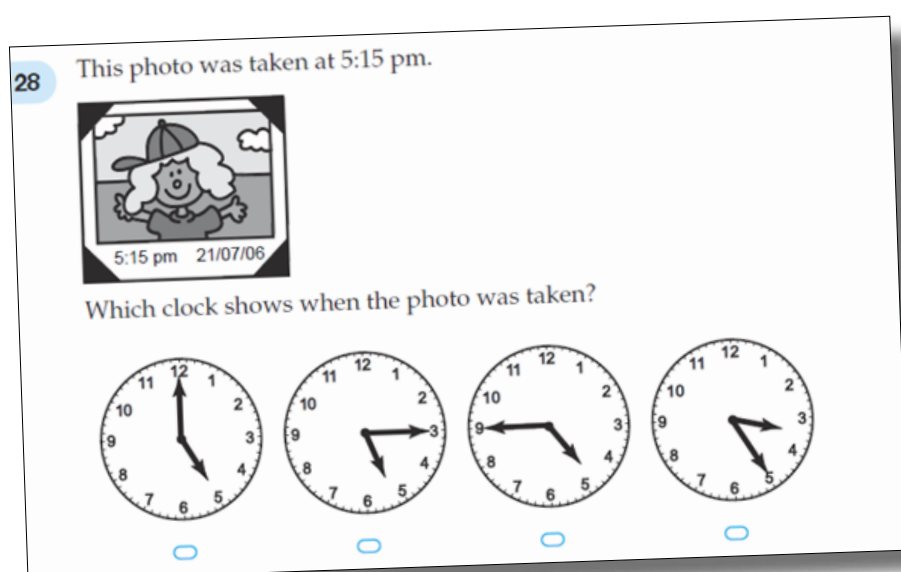
to students in particular year levels; to be interesting and engaging to students throughout Australia; and to challenge students at all levels of ability.

#### History and purpose

In 2003, the rolling three-year cycle of national sample assessments began with a sample of Year 6 students being tested in science literacy.

In 2004, a sample of Year 6 and 10 students was assessed in civics and citizenship. The following year, information and communication technology literacy was tested, again for a sample of students in Years 6 and 10. The triennial cycle was repeated from 2006. Approximately five per cent of the student population undertake the national sample assessments, representing all states and territories, school sectors and socio-economic and cultural backgrounds.

NAPLAN testing in the domains of reading, writing, language conventions and numeracy began in 2008. It is expected that all students in Years 3, 5, 7 and 9 undertake the tests to provide a national picture of performance.



Test item from Year 3 Numeracy example test

## 2.2 Provision of a national assessment program

ACARA is responsible for the centralised management of the test development process, including selection of subject matter, the creation of test items for review and trial, as well as the selection of test items for inclusion in the final tests.

Administration of the tests is managed through state and territories and contractors, which are responsible for printing and distribution of the final materials, together with liaising directly with schools on test administration matters.

### Achievements

#### NAPLAN 2012 and 2013 test development process

The test development process is necessarily rigorous and comprehensive, with it taking about 18 months to produce high quality tests.

Items (test questions) developed for the NAPLAN 2012 tests were trialled in August 2011 to ensure they would accurately and reliably capture achievement. Nearly 1,500 items were trialled in 122 classes from 164 schools across Australia. The results for each item were then analysed and reviewed by ACARA as well as federal, state and territory education professionals to ensure that only those that best meet the test specifications were selected for inclusion in each test.

Development of items for the 2013 NAPLAN tests began in February 2012, with review and feedback by state and territories continuing through to June 2012 in preparation for trialling in August 2012.

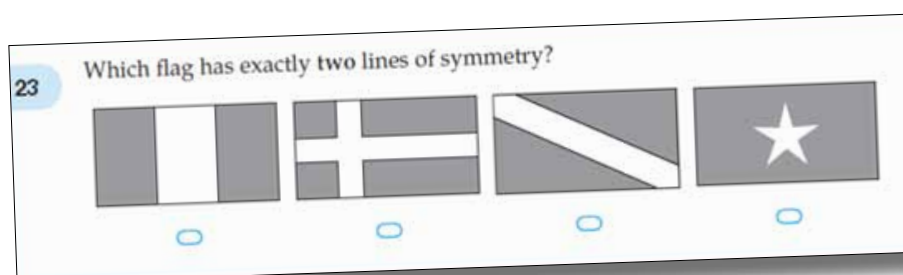
#### NAPLAN equating and analysis

To ensure valid comparisons can be made between student performances across different years, an equating study is routinely carried out immediately prior to and immediately following the test period. This equating study allows tests in future years to be measured on the same performance scale as previous tests. This process underpins the reports provided to parents, schools, as well as state, territory and federal governments, as well as the public.

#### NAPLAN 2011 analysis

As reported in previous years, the 2011 Writing task changed from the narrative writing task used in 2008 to 2010 to a persuasive writing task. This change has allowed a broader focus for this task, overcoming concerns that there may be a narrowing of the curriculum through disproportionate focus on writing narratives, at the expense of other genres.

Analysis in July of the equating study for the narrative and persuasive writing genres demonstrated that students perform differently on the two types of writing tasks. Consequently, after careful investigation



Test item from Year 5 Numeracy example test



## 2.2 Provision of a national assessment program

and consideration by ACARA's expert Measurement Advisory Group (MAG), a new and separate persuasive writing scale was developed. This writing scale was used in 2011 and will be used in future years for the reporting of Persuasive Writing. This has meant that comparisons cannot be drawn with previous years' Narrative Writing results, however the new scale adds to the understanding of performance in Writing more generally.

### NAPLAN 2012 equating

The equating study for the 2012 NAPLAN tests was carried out from late April to early May 2012, with students in 213 schools (who subsequently also participated in the 2012 NAPLAN tests). In June 2012, the results of the equating study and main NAPLAN tests were brought together to begin the central analysis of data that enables comparisons to be made with previous years.

### NAPLAN 2011 performance

In September 2011, ACARA provided the scaled test results to states and territories for use in schools and for distribution to parents. Also in September, ACARA published the Summary (Preliminary) Report on NAPLAN performance, providing an accurate and meaningful overview of the results.

In January 2012, ACARA released the comprehensive *National Report*, which provided a detailed analysis of the 2011 test results.

The report showed that, while overall results remained steady, there have been encouraging signs of student improvement in many year groups. Over 93 per cent of Australian school students are achieving at or above the national minimum standard in reading, writing and numeracy.

### NAPLAN test integrity

In January 2012, ACARA published reports on test incidents (that is, breaches of the *National Protocols for Test Administration*) for the 2010 and 2011 NAPLAN tests. There were few reports of improper conduct.

The introduction of guidelines for the investigation and management of test incidents in 2011 has seen increased attention paid to test integrity. Also, schools have made significant efforts to ensure transparency in their processes and, in many instances, to self-report irregularities. Incidents are generally of limited impact and without evidence of intent to gain advantage.

### NAPLAN 2012 administration

ACARA coordinated the delivery of NAPLAN tests to over one million students between 15 and 17 May 2012, in collaboration with test administration authorities in each state and territory. These were administered in accordance with the agreed framework of the *National Protocols for Test Administration*.



## 2.2 Provision of a national assessment program

The protocols establish the standards and quality controls necessary for the efficient and equitable administration of the tests. They also address such areas as test materials security; uniform testing conditions; common directions and information to students, teachers and principals; and guidelines for providing adjustments in test sessions for students with disability.

### NAP Sample Program

#### NAP Civics and Citizenship 2010

In November 2011, the public report on the 2010 NAP civics and citizenship literacy test was released.

The report showed that the level of civic knowledge and understanding of Year 10 students has been steadily improving since the introduction of the testing program in 2004, while Year 6 student performance remained stable. The results also demonstrated a high level of interest in and awareness of the mechanics of government among students.

#### NAP ICT Literacy 2011

In October 2011, ACARA oversaw the NAP ICT literacy sample assessment test, taken by approximately 11,000 students in 649 schools.

The test comprised an introductory tutorial,

completion of four assessment modules, as well as a student questionnaire. The test was delivered to each student via a USB stick.

The report on this assessment was finalized and ready for publication at the end of the reporting year.

#### NAP Science Literacy 2012

During 2011 and 2012, ACARA oversaw the development of the NAP science literacy sample assessment test. It will be taken by about 13,000 Year 6 students from 600 schools across Australia in October 2012. Items for this test were trialled in October 2011.

This sample assessment comprises a pencil-and-paper test, a practical student task involving a group of three students (including an individual response) and a student survey.

#### NAP Civics and Citizenship 2013

In October 2013, a sample of students will participate in the NAP civics and citizenship sample assessment program. This sample assessment will be delivered online for the first time. Work has begun on the test development process.

Research into the effect of a change of mode on test items (and a linking study between student performance on pen-and-paper and online items) began in mid 2012.

### 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 11,000 students in 649 schools participated in the NAP ICT Literacy test.

1791 NAPLAN markers.

10 NAPLAN marking centres across Australia.

## 2.2 Provision of a national assessment program

### Future Directions

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.

### Test delivery method

In 2012, ACARA is investigating the feasibility of delivering the National Assessment Program online. This follows a direction from education ministers to investigate the design and development of items and tests for delivery online. Further advice will be provided to ministers in the next reporting period.

Many of the limitations inherent in the delivery of pen-and-paper tests constrain choices about what can be assessed, how and when the tests are delivered, as well as the provision of results to students, teachers and parents.

Moving NAPLAN to a fully online environment has the potential to remove many of these constraints and to offer a number of significant benefits. There is also a need to align the NAP with practice in schools, as students increasingly work on keyboards and in an online, digital environment. Consequently, in 2013, the NAP civics and citizenship sample assessment will be delivered electronically for the first time using an on-screen delivery platform.

### Alignment of assessments with the Australian Curriculum

The work associated with moving the NAP online is occurring within the same timeframe as the development and implementation of the Australian Curriculum and associated digital resources.

Currently, the content of the NAP tests is informed by the curriculum and learning

frameworks of states and territories (with reference to the national *Statements of Learning*). The NAP will align closely with the Australian Curriculum, once the curriculum has been fully implemented in all states and territories. This is expected to occur after 2014.

Preliminary work has already begun on this important step, through planning of NAPLAN assessment frameworks aligned to the curriculum. ACARA will continue to work with the Commonwealth, states and territories to progress this project.

## 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*, as well as the *NAPLAN Summary* and *National Reports* and the NAP sample reports.

### Achievements

#### *My School 2012*

The third version of *My School* was launched on 24 February 2012. The updated site provided:

- an additional year of information for each school, with four years of performance data now available;
- richer information on students' literacy and numeracy achievement gains as they progress through school; and
- enhanced information about Vocational Education and Training (VET) in schools.

#### *National Report on Schooling in Australia*

ACARA is responsible for compiling and publishing the annual *National Report on Schooling in Australia* on behalf of ministers. The report provides a high level summary of national initiatives in school education across Australia within the reporting year, presents a range of statistical information on schooling and reports against the national key performance measures (KPMs) for schooling.

During the current reporting period, the *20 National Report on Schooling in Australia 2009*

was prepared by ACARA in consultation with education authorities in all jurisdictions and the non-government school sectors. It was approved by Ministers in November 2011 and published on the ACARA website in December 2011.

Similarly, the *National Report on Schooling in Australia 2010* was compiled by ACARA and reviewed by jurisdictions and sectors between August 2011 and February 2012. The majority of the report was approved by Ministers in June 2012 and will be published on the ACARA website in July 2012. Ministers also approved the progressive publication of two additional sections later in 2012.

#### *NAPLAN Summary and National Reports for 2011*

ACARA is responsible for the publication of the *NAPLAN Summary Report* and *NAPLAN National Report*. In 2011 four years of NAPLAN results were available, which enabled a comparison between two cohorts across years. The *Summary Report* was published in September 2011. The *National Report*, which included information on student gain, was published in January 2012.

Aggregated NAPLAN results were made available for the first time on a searchable website. This enables users to narrow their search parameters and specify the datasets required. Results for 2008 to 2010 went live in November 2011; 2011 results were published simultaneously with the *NAPLAN National Report*.

#### *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:

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

- achievement in the National Assessment Program (NAP), with a focus on literacy, numeracy, science literacy, civics and citizenship, as well as information and communication technology; 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. ACARA published the *Measurement Framework for Schooling in Australia 2010* on 19 April 2011.

In early 2012, ACARA began to undertake a periodic review of the framework, in collaboration with jurisdictional and sectoral representatives, along with representatives from relevant Commonwealth Government agencies.

### *National School Opinion Survey Pilot*

ACARA conducted a pilot school opinion survey in late 2011, to inform work on developing items and systems for a national school opinion survey, at ministers' request. This process enabled feedback from participating schools, jurisdictions and sectors - regarding the benefits and impacts of such an undertaking - to inform any potential national survey.

To coordinate this work, ACARA convened the School Opinion Survey Working Group, representing all jurisdictions and sectors. Consultation and engagement meetings were also held with peak parent bodies and peak 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 provided advice to ministers in the latter part of 2011, as well as early in 2012, to inform further decisions by ministers as to the feasibility of rolling out a standard survey instrument at the national level.

### *Data Access Protocols*

ACARA's *Data Access Protocols* were endorsed by ministers in February 2012 and were made publicly available on ACARA's website.

### *Future Directions*

In late 2012, ACARA anticipates providing advice to ministers regarding the desirability of any changes to the *Measurement Framework for Schooling in Australia*.

ACARA will continue to coordinate the *National Report on Schooling in Australia*. In the coming year, it will undertake work on the reports for 2011 and 2012.

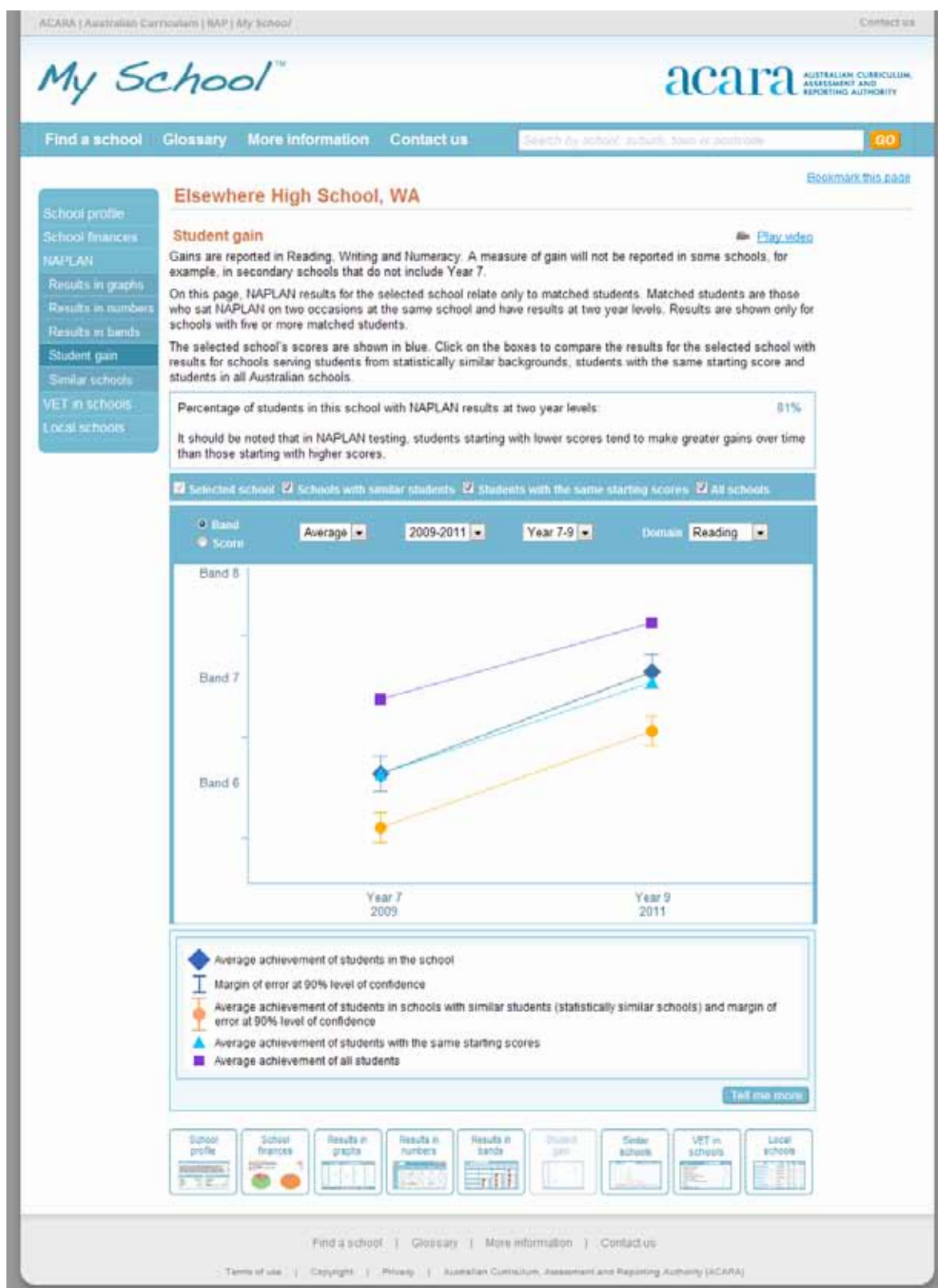
ACARA has been asked by ministers to coordinate work to provide a platform for national school opinion surveys, with this facility to be made available nationally from 2013 through collaborative work by Education Services Australia and ACARA.

### *My School 2012 at a glance*

Visits: 675,436    Unique Visitors: 422,584    Period: 24/2–30/6/2012



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



# Annual Report 2011–2012



## 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 procurement undertaken since the previous meeting. A formal record of all disclosures is maintained by ACARA.

Furthermore, ACARA's Code of Conduct 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.

At the beginning of the 2011-2012 reporting period, ACARA implemented a revised governance and advisory structure to ensure the provision of high quality, well informed advice to ACARA's Executive. ACARA's governance and advisory structure allows for input and advice from key stakeholder groups and experts. This advice assists the Executive in its provision of recommendations to the ACARA Board and

to the Standing Council, as well as supporting ACARA in achieving the objectives and outcomes set out in its charter in a collaborative manner.

### Insurance and Indemnities

During 2011-2012, 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. These set policies and guidelines for risk management at all levels of the organisation. The objectives are to:

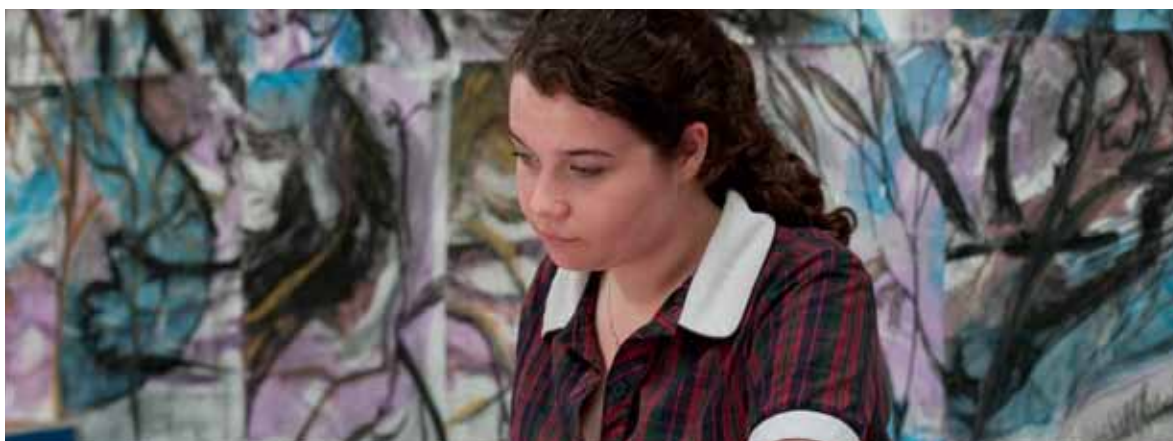
- enable ACARA to proactively identify and manage its risks in a systematic and structured way;
- integrate the risk management process into strategic and business planning; and
- promote risk awareness and attention to the ongoing review, treatment, monitoring and reporting of risks throughout the organisation.

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 2011-2012 and reported an operating deficit of \$2.7M. ACARA was granted permission from the Minister for Finance and Deregulation, Senator the Hon. Penny Wong, to access its accumulated surplus up to \$2.7M, to support this operating deficit.

Expenditure for 2011-2012 incurred across the three business units was: curriculum (40.0%), assessment (42.4%) and reporting (17.6%). This expenditure delivered a range of achievements during 2011-2012, including endorsement of phase one of the Australian Curriculum (Foundation to Year 10), publication of the *Shape of the Australian Curriculum* v3.0, successful conduct of NAPLAN 2012 testing, release of the 2011 NAPLAN summary and national reports, as well as the launch of *My School* 2012. The ongoing development of the Australian Curriculum has and will continue to require extensive consultation with teachers and other experts from around Australia and trialling in schools from across all school sectors.

At the end of June 2012, ACARA entered into an agreement with the Department of Education and Employment and Workplace Relations, to undertake work on the National Assessment and Surveys Online Program (\$11.9M).

ACARA's recruitment activities in 2010-2011 and 2011-2012 meant it was well placed to meet its staffing requirements in 2011-2012, with staff comprising seconded personnel from state and territory education agencies as well as direct hire employees. Due to the number of key personnel seconded from other agencies the associated costs continue to contribute to 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. The Standing Council for School Education and Early Childhood (which comprises all the funding parties), approved \$109.2M of funding to meet ACARA's operational requirements for the quadrennium of 1 July 2012 to 30 June 2016.

#### 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 2011-2012.

## 3.4 Stakeholder management

### Overview

To fulfil its complex portfolio of responsibilities to deliver curriculum, assessment and reporting programs, ACARA must manage relationships with a large and diverse network of stakeholders. While ultimately every member of the Australian community is a stakeholder in the work of ACARA, on a day-to-day basis the organisation engages state and territory school and curriculum authorities, principal and teacher professional associations and unions, parents and citizens groups, academics, special interest groups (which represent for example students with disabilities, remote and isolated students, as well as Defence Force families), as well as industry groups.

Over the course of 2011–2012, ACARA engaged with stakeholders as part of its commitment to a collaborative approach to improving education in Australia. This took place in a number of ways, including face-to-face meetings and forums, the regular seeking of feedback from relevant peak groups about ACARA's work, as well as attendance by ACARA representatives at stakeholder events. ACARA also routinely sought the views of the wider community through such avenues as the Australian Curriculum Consultation Portal, which opened the door to feedback from the general public on the Australian Curriculum as the curriculum development process continued.

As well, 22 editions of *ACARA Update* were sent from the Authority's offices to a database of nearly 30,000 subscribers, consisting of education professionals and interested members of the Australian community.

In 2011–2012, ACARA's four websites continued as important channels for communicating with stakeholders:

- ACARA's principal site ([www.acara.edu.au](http://www.acara.edu.au))
- The Australian Curriculum ([www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au))
- National Assessment Program ([www.nap.edu.au](http://www.nap.edu.au))
- *My School* ([www.myschool.edu.au](http://www.myschool.edu.au)).

### Future Directions

In the coming year, ACARA will continue its close engagement with stakeholders. This will include regularly scheduled meetings with peak bodies to provide updates on ACARA programs and to hear and work through concerns.

ACARA will undertake extensive consultation and information programs about the next phases of the development of the Australian Curriculum as well as the organisation's assessment and reporting programs.

## 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, as well as bringing to their roles important local, national and international experience. They have been recruited or seconded from positions within state and territory education departments, curriculum, assessment and certification authorities, the non-government school sector, federal and state government agencies, as well as the private sector. As a result, ACARA's workforce reflects the complexity and dynamism of Australia's education community.

### Highlights

In 2011-2012, ACARA continued to focus on establishing a supportive and productive workplace environment that balances the need for a healthy work-life mix, with the challenges of delivering core projects within short timeframes.

Key areas of work include:

- negotiation of an enterprise bargaining agreement which is expected to be implemented in July 2012 and
- development of programs including performance and recognition, as well as remuneration and benefits.

### Organisational Structure

ACARA is made up of four business units: Curriculum; Assessment and Reporting (merged in late 2011); the Office of the Chief Executive Officer (CEO); and Corporate Services.

### Staff Profile

As of 30 June 2012, ACARA's workforce comprised 104 staff, including direct hires and temporary hires, as well as staff on secondment from state and territory education agencies.

A key aspect of ACARA's work involves collaboration with a broad network 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.

### Executive Team

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

- Chief Executive Officer - Dr Peter Hill (retired May 2012),
- Deputy Chief Executive Officer and General Manager, Curriculum; Acting Chief Executive Officer (from May 2012) - Mr Robert Randall,
- General Manager – Corporate Services and Chief Financial Officer (until April 2012); Chief Operating Officer (from May 2012) - Ms Deborrah Lambourne,
- General Manager, Assessment (until November 2011); General Manager, Assessment and Reporting - Mr Peter Adams (from December 2011).



## 3.5 Workforce management

### Acting Chief Executive Officer and General Manager, Curriculum: 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.

Robert is currently the Acting Chief Executive Officer whilst the position is being filled.

### Chief Operating Officer: Ms Deborah Lambourne

Deborah Lambourne is a senior executive with experience as Chief Operations Officer, Chief Financial Officer, and, prior to joining ACARA, held the positions of Director Financial Strategy and Planning and General Manager Project Management Office at the University of Sydney.

Deborah has a strong track record in strategic planning and 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.

### General Manager, Assessment and Reporting: Mr Peter Adams

Peter Adams is General Manager, Assessment and Reporting 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 managing the scope and specification of the Schools Data and Reporting System – which became the *My School* website. Prior to joining ACARA, Peter's 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.







# Annual Report 2011–2012



## 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 2012 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 2016 under existing quadrennial funding arrangement with the Commonwealth, State and Territory Governments.

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

1. ACARA has approved funding of \$109.2M for the next quadrennial funding period of 2012/13 to 2015/16; and
2. There is a statement within the ACARA Act 2008 (s.44) that implies the minimum operational life for ACARA, as an entity incorporated under the ACARA Act, will be no less than six years, at which time a review will be undertaken to review its future roles and functions. At the date of signing, no such review has been initiated.

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

A handwritten signature in blue ink, appearing to be 'A Mackay'.

Mr A Mackay, Deputy Chair  
Dated this 30<sup>th</sup> day of August 2012

A handwritten signature in blue ink, appearing to be 'D Kerr'.

Ms D Kerr, Director  
Dated this 30<sup>th</sup> day of August 2012

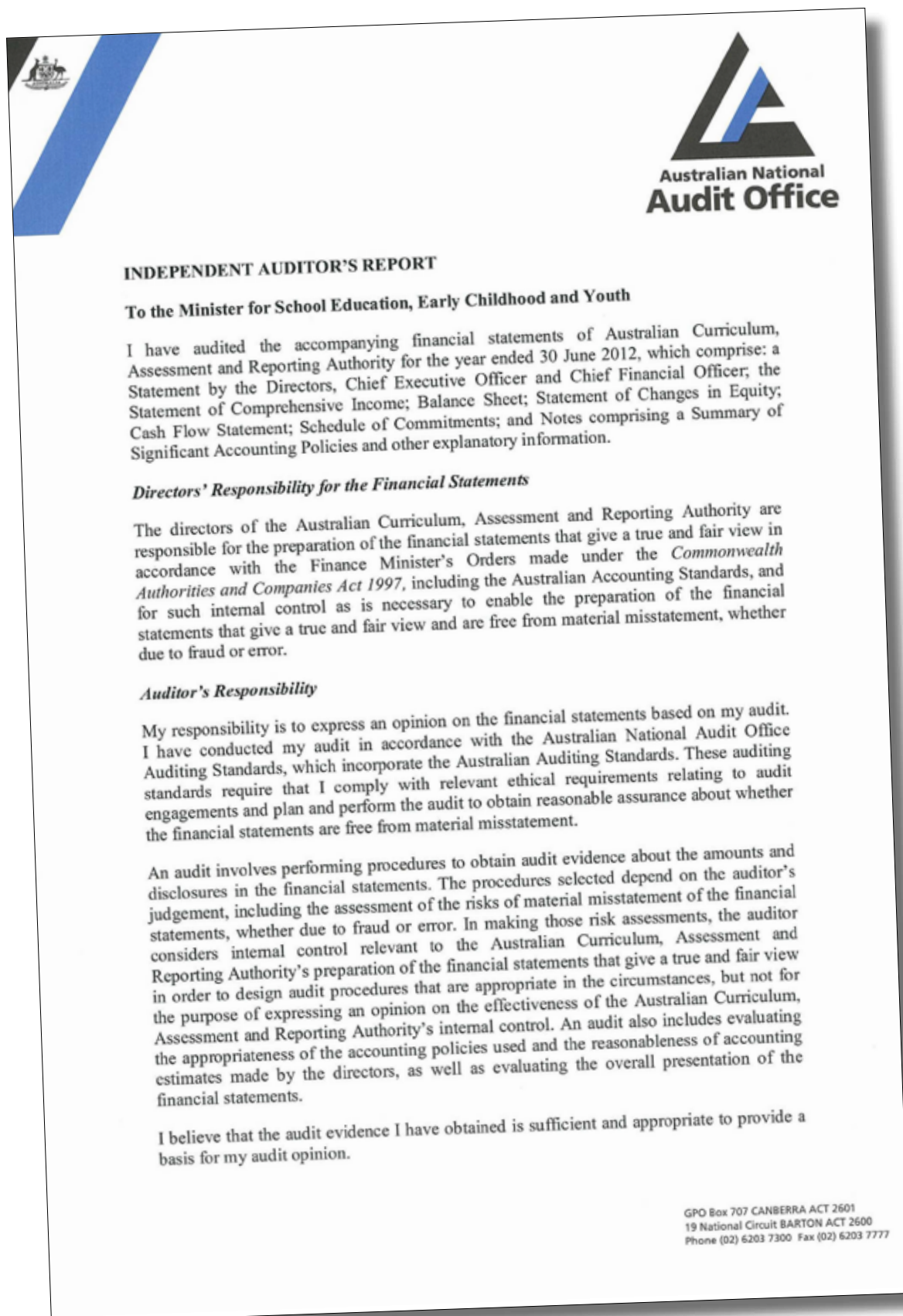
A handwritten signature in blue ink, appearing to be 'R Randall'.

Mr R Randall, Acting Chief Executive Officer  
Dated this 30<sup>th</sup> day of August 2012

A handwritten signature in blue ink, appearing to be 'D Lambourne'.

Ms D Lambourne, Chief Operating Officer  
Dated this 30<sup>th</sup> day of August 2012

## 4.2 Independent auditor's report



## 4.2 Independent auditor's report

### *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 2012 and of its financial performance and cash flows for the year then ended.

Australian National Audit Office



Ron Wah  
Audit Principal

Delegate of the Auditor-General

Canberra  
30 August 2012

## 4.3 Financial statement

### Statement of Comprehensive Income for the Year Ended 30 June 2012

	Note	2012 \$'000	2011 \$'000
<b>Expenses</b>			
Employee benefits	3(a)	9,752	8,496
Supplier expenses	3(b)	19,025	24,654
Depreciation and amortisation	3(c)	913	823
<b>Total expenses</b>		29,690	33,973
<b>Less:</b>			
<b>Own Source Income</b>			
<b>Revenue</b>			
Revenue from jurisdictions	4(b)	13,276	13,165
Interest	4(c)	323	465
Other revenue	4(d)	276	4
<b>Total own source revenue</b>		13,875	13,634
<b>Net cost of (contribution by) services</b>		(15,815)	(20,339)
Revenue from government	4(a)	13,137	12,692
<b>Surplus/(Deficit) attributable to the Australian Government</b>		(2,678)	(7,647)
Other comprehensive income		-	-
<b>Total comprehensive income / (deficit) attributable to the Australian Government</b>		(2,678)	(7,647)

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



## 4.3 Financial statement

### Balance Sheet as at 30 June 2012

	Note	2012 \$'000	2011 \$'000
<b>Assets</b>			
<b>Financial assets</b>			
Cash and cash equivalents	5(a)	4,394	9,304
Trade and other receivables	5(b)	15,337	949
<b>Total financial assets</b>		19,731	10,253
<b>Non-financial assets</b>			
Property, plant and equipment	6	2,464	3,064
Intangibles	7	199	327
Other non-financial assets	8	66	53
<b>Total non-financial assets</b>		2,729	3,444
<b>Total assets</b>		22,460	13,697
<b>Liabilities</b>			
<b>Payables</b>			
Suppliers	9(a)	2,174	3,987
Grants in advance (deferred revenue)	9(b)	15,540	2,572
Other payables	9(c)	2,074	2,142
<b>Total payables</b>		19,788	8,701
<b>Provisions</b>			
Employee provisions	10	819	465
<b>Total provisions</b>		819	465
<b>Total liabilities</b>		20,607	9,166
<b>Net assets</b>		1,853	4,531
<b>Equity</b>			
Retained surplus (accumulated deficit)		1,853	4,531
<b>Total equity</b>		1,853	4,531

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

## 4.3 Financial statement

### Statement of Changes in Equity for the Year Ended 30 June 2012

	Retained Earnings 2012 \$'000	Total Equity 2011 \$'000
<b>Opening Balance</b>		
Balance carried forward from previous period	4,531	12,178
<b>Adjusted opening balance</b>	4,531	12,178
Surplus / (deficit) for the period	(2,678)	(7,647)
<b>Closing balance as at 30 June</b>	1,853	4,531

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

## 4.3 Financial statement

### Cash Flow Statement for the Year Ended 30 June 2012

	Note	2012 \$'000	2011 \$'000
<b>Operating Activities</b>			
<b>Cash received</b>			
Receipts from jurisdictions		24,447	29,493
Interest		323	465
Net GST received		2,299	3,037
Other cash received		276	4
<b>Total cash received</b>		27,345	32,999
<b>Cash used</b>			
Employees		14,047	(8,406)
Suppliers		16,093	(23,031)
Net GST paid		1,929	(2,617)
<b>Total cash used</b>		(32,069)	(34,054)
<b>Net cash from / (used by) operating activities</b>	11(b)	(4,724)	(1,055)
<b>Investing Activities</b>			
<b>Cash received</b>			
Investments		-	-
<b>Total cash received</b>		-	-
<b>Cash used</b>			
Purchase of property, plant and equipment		(186)	(499)
Investments		-	-
<b>Total cash used</b>		(186)	(499)
<b>Net cash flows / (used by) investing activities</b>		(186)	(499)
<b>Net increase / (decrease) in cash held</b>		(4,910)	(1,554)
Cash and cash equivalents at the beginning of the reporting period		9,304	10,858
<b>Cash and cash equivalents at the end of the reporting period</b>	11(a)	4,394	9,304

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

## 4.3 Financial statement

### Schedule of Commitments as at 30 June 2012

	2012 \$'000	2011 \$'000
<b>By Type</b>		
<b>Commitments receivable</b>		
Net GST recoverable on commitments	(772)	(1,098)
<b>Total commitments receivable</b>	(772)	(1,098)
<b>Commitments payable</b>		
<b>Other commitments</b>		
Operating leases <sup>1</sup>	5,385	6,912
Project commitments	3,102	5,165
<b>Total commitments payable</b>	8,487	12,077
<b>Net commitments by type</b>	7,715	10,979
<b>By Maturity</b>		
<b>Commitments receivable</b>		
<b>Other commitments receivable</b>		
One year or less	(397)	(103)
From one to five years	(375)	(525)
<b>Total other commitments receivable</b>	(772)	(628)
<b>Total commitments receivable</b>	(772)	(1,098)
<b>Commitments payable</b>		
<b>Operating lease commitments</b>		
One year or less	1,290	1,133
From one year to five years	4,095	5,779
<b>Total operating leases commitments<sup>1</sup></b>	5,385	6,912
<b>Project commitments</b>		
One year or less	3,082	5,165
From one year to five years	20	-
<b>Total project commitments<sup>2</sup></b>	3,102	5,165
<b>Total commitments payable</b>	8,487	12,077
<b>Net Commitments by maturity</b>	7,715	10,979

<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.

## 4.4 Notes to financial statements

Index to the Notes to the Financial  
Statements for the year  
ended 30 June 2012

### Note Contents

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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 general purpose financial statements required by clause 1(b) of the Schedule 1 to the *Commonwealth Authorities and Companies Act 1997*.

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.

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 2011; 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 the historical cost convention, 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 statements are 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

FMOs, 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 agreements equally proportionately unperformed are not recognised unless required by an accounting standard.

Unless alternative treatment is specially required by an accounting standard, income and expenses are recognised in the Statement of Comprehensive Income when, and only when, the flow consumption or loss of economic benefits has occurred and can be reliably measured.

#### 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.

## 4.4 Notes to financial statements

Standard/Interpretation	Applicable for annual reporting periods beginning or ending on	Summary
AASB 2010-4 Further Amendments to Australian Accounting Standards arising from the Annual Improvements Project	1 July 2011	Expected to have no significant impact.
AASB 2011-1 Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project	1 July 2011	Expected to have no significant impact.
AASB 2011-9 Amendments to Australian Accounting Standards – Presentation of Items of Other Comprehensive Income	1 July 2012	Expected to have no significant impact.
AASB 13 Fair Value Measurement	1 July 2013	Expected to have no significant impact.
AASB 9 Financial Instruments	1 July 2013	Expected to have no significant impact.
AASB 2009-11 Amendments to Australian Accounting Standards arising from AASB 9	1 July 2013	Expected to have no significant impact.
AASB 119 Employee Benefits	1 July 2013	Expected to have no significant impact.
AASB 2010-7 Amendments to Australian Accounting Standards arising from AASB 9 (December 2010)	1 July 2013	Expected to have no significant impact.
AASB 2011-8 Amendments to Australian Accounting Standards arising from AASB 13	1 July 2013	Expected to have no significant impact.
AASB 2011-10 Amendments to Australian Accounting Standards arising from AASB119 (September 2011)	1 July 2012	Expected to have no significant impact.

## 4.4 Notes to financial statements

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

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 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 2012 the amount recognised was \$15,540,000 (2011: \$2,572,102) this consisted of a 2012/13 annual contributions from jurisdictions and 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 Balance Sheet, 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).

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.

#### *Revaluations*

Fair values for each class of asset are determined as shown below:

Asset class	Fair value measurement
Leasehold improvement	Depreciated replacement cost
Infrastructure, plant and equipment	Market selling price

Following initial recognition at cost, property, plant and equipment were carried at fair value less subsequent accumulated depreciation and accumulated impairment losses. Valuations were conducted with sufficient frequency to ensure that the carrying amounts of assets did not differ materially from the assets' fair values as at the reporting date. The regularity of independent valuations depended upon the volatility of movements in market values for the relevant assets.

Revaluation adjustments were made on a class basis. Any revaluation increment was credited to equity under the heading of asset revaluation reserve except to the extent that it reserved a previous revaluation decrement of the same asset class that was previously recognized directly in the surplus/deficit except to the extent that they reserved a previous revaluation increment for that class.

## 4.4 Notes to financial statements

Any accumulated depreciation as at the revaluation date is eliminated against the gross carrying amount of the asset and the asset restated to the revalued amount.

### Depreciation

Depreciable property, plant and equipment assets are written-off to their estimated residual values over their estimated useful lives to ACARA using, in all cases, the straight-line method of depreciation.

Depreciation rates, residual values and methods are reviewed at each reporting date and necessary adjustments are recognized in the current, or current and future reporting periods, as appropriate.

	2012	2011
Furniture & fittings	6.75 years	6.75 years
Leasehold improvements	6.75 years	6.75 years
Equipment	3 years	3 years

### 1.6 Intangibles

ACARA's intangibles comprise of 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 2012.

### 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 will be 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.

## 4.4 Notes to financial statements

### *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.

### *1.8 Leases*

A distinction is made between finance leases and operating leases. Finance leases effectively transfer from the lessor to the lessee substantially all the risks and rewards incidental to ownership of leased assets. An operating lease is a lease that is not a finance lease. In operating leases, the lessor effectively retains substantially all such risks and benefits.

Where an asset is acquired by means of a finance lease, the asset is capitalised at either the fair value of the lease property or, if lower, the present value of minimum lease payments at the inception of the contract and a liability is recognised at the same time and for the same amount.

The discount rate used is the interest rate implicit in the lease. Leased assets are amortised over the period of the lease. Lease payments are allocated between the principal component and the interest expense.

Operating lease payments are expensed on a straight-line basis which is representative of the pattern of benefits derived from the leased assets.

### *1.9 Cash*

Cash and cash equivalents includes notes and coins held and any deposits in bank accounts with an original maturity of 3 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.

### *1.10 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.

### *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



## 4.4 Notes to financial statements

method less impairment, with revenue recognised on an effective yield basis.

### *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. They are included in current assets, except for maturities greater than 12 months after the balance date. These are classified as non-current assets. 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 recognized 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.

### *1.11 Financial liabilities*

Financial liabilities are classified as either financial liabilities at fair value through profit or loss or 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. These 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

## 4.4 Notes to financial statements

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).

### 1.12 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 disclosed when settlement is probable but not virtually certain and contingent liabilities are recognised when settlement is greater than remote.

### 1.13 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.

### 1.14 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.

### 1.15 Comparatives

Where required by Accounting Standards comparative figures have been adjusted to conform with changes to presentation for the

current financial year. Comparative figures represent financial transactions for the period 1 July 2011 to 30 June 2012.

## 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

	2012 \$'000	2011 \$'000
<b>a. Employee benefits</b>		
Salaries and wages	7,990	7,113
Superannuation – defined contribution plans	771	640
Leave and other entitlements	917	577
Separations and redundancies	74	166
<b>Total employee benefits</b>	<b>9,752</b>	<b>8,496</b>
<b>b. Suppliers</b>		
<b>Goods and services</b>		
Secondments and casual staff	4,059	5,307
Item development and testing	5,705	6,067
Advertising	1	1,243
Website development and maintenance	959	2,914
Curriculum trial – grants to schools	-	448
Travel and accommodation – consultants and stakeholders	884	743
Consultants – curriculum development	1,991	1,184
Other operational expenditure	4,615	6,209
	<b>18,214</b>	<b>24,115</b>
<b>Goods and services are made up of</b>		
Provision of goods - related entities	-	-
Provision of goods - external parties	500	521
Rendering of services – related entities	5,723	6,681
Rendering of services – external parties	11,991	16,913
<b>Total goods and services</b>	<b>18,214</b>	<b>24,115</b>
<b>Other supplier expenses</b>		
Operating lease payments - external parties	649	466
Minimum lease payments	162	73
Workers compensation expense	811	539
<b>Total supplier expenses</b>	<b>19,025</b>	<b>24,654</b>
<b>c. Depreciation and amortisation</b>		
Property, plant and equipment	726	660
Intangibles	187	163
<b>Total depreciation and Amortization</b>	<b>913</b>	<b>823</b>

## 4.4 Notes to financial statements

### 4. Income

	2012 \$'000	2011 \$'000
<b>Government</b>		
<b>a. Revenues from government</b>		
Australian Government - Department of Education, Employment and Workplace Relations	13,137	12,692
<b>Total revenue from government</b>	13,137	12,692
<b>Own Source</b>		
<b>b. Revenue from jurisdictions</b>		
State and Territory Governments	13,276	13,165
<b>Total revenue from jurisdictions</b>	13,276	13,165
<b>c. Interest</b>		
Deposits	323	465
<b>Total interest</b>	323	465
<b>d. Other</b>		
Services supplied to other organisations	276	4
<b>Total other</b>	276	4

## 4.4 Notes to financial statements

### 5. Financial Assets

	2012 \$'000	2011 \$'000
<b>a. Cash and cash equivalents</b>		
Cash on hand or on deposit	4,394	9,304
<b>Total cash and cash equivalents</b>	4,394	9,304
<b>b. Trade and other receivables</b>		
Goods and services – related entities	15,030	286
GST receivable	307	663
<b>Total trade and other receivables</b>	15,337	949
<b>Receivables are expected to be recovered in:</b>		
Not more than 12 months	15,337	949
Greater than 12 months	-	-
<b>Total trade and other receivables</b>	15,337	949
<b>Receivables are aged as follows</b>		
Not overdue	15,337	949
Overdue by:		
Less than 30 days	-	-
30 to 60 days	-	-
60 to 90 days	-	-
More than 90 days	-	-
<b>Total receivables</b>	15,337	949

There are no trade and other receivable impairments for this year or last year. Credit terms for goods and services receivable are 30 days from the due date.



## 4.4 Notes to financial statements

### 6. Land and Buildings

	2012 \$'000	2011 \$'000
Leasehold improvements at fair value	3,554	3,555
Accumulated depreciation & amortisation	(1,379)	(846)
<b>Total leasehold improvements</b>	<b>2,175</b>	<b>2,709</b>
Property plant and equipment at fair value	673	547
Accumulated depreciation	(384)	(192)
<b>Total property plant and equipment</b>	<b>289</b>	<b>355</b>
<b>Total property, plant and equipment and intangibles</b>	<b>2,464</b>	<b>3,064</b>

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

Reconciliation of opening and closing balances  
property, plant and equipment (2011/2012)

	Leasehold improvements \$'000	Plant and equipment \$'000	Total \$'000
<b>Net book value at 1 July 2011</b>	2,709	355	3,064
Additions	-	132	132
Disposals	-	(6)	(6)
Impairment recognised in operating result	-	-	-
Depreciation write back on disposal	-	-	-
Depreciation / amortisation expense	(534)	(192)	(726)
<b>Net book value at 30 June 2012</b>	<b>2,175</b>	<b>289</b>	<b>2,464</b>

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

	Leasehold improvements \$'000	Plant and equipment \$'000	Total \$'000
<b>Net book value at 1 July 2010</b>	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>

## 4.4 Notes to financial statements

### 7. Intangibles

	2012 \$'000	2011 \$'000
Software at cost	591	532
Accumulated amortisation	(392)	(205)
<b>Total intangibles</b>	<b>199</b>	<b>327</b>

No indications of impairment were found for intangibles. No intangibles are expected to be sold or disposed of within the next twelve months.

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

	2012 \$'000	2011 \$'000
<b>Net book value at 1 July</b>	327	309
Additions	62	181
Disposals	(3)	-
Amortisation expense	(187)	(163)
<b>Net book value at 30 June</b>	<b>199</b>	<b>327</b>

### 8. Other Non-Financial Assets

	2012 \$'000	2011 \$'000
Prepayments – no more than 12 months	66	53
<b>Total prepayments</b>	<b>66</b>	<b>53</b>

Total other non-financial assets are expected to be recovered in:

No more than 12 months. No indications of impairment were found for prepayments.

## 4.4 Notes to financial statements

### 9. Payables

	2012 \$'000	2011 \$'000
<b>Suppliers</b>		
Trade creditors	2,174	3,987
Operating lease rentals	-	-
<b>Total supplier payments</b>	2,174	3,987
<b>Supplier payables – expected to be settled within 12 months</b>		
Current	2,022	3,987
Non-current	152	-
<b>Total</b>	2,174	3,987
Settlement was usually made net 30 days		
<b>Grants in advance</b>		
State grant 2012/13 contribution	15,450	2,492
Commonwealth project funds	90	80
<b>Total grants in advance</b>	15,540	2,572
<b>Other payables</b>		
Salaries and wages	299	206
Superannuation	16	15
Rent subsidy – 255 Pitt St Sydney	1,759	1,921
<b>Total other payables</b>	2,074	2,142
<b>Total other payables are expected to be settled in:</b>		
Not more than 12 months	693	599
More than 12 months	1,381	1,543
<b>Total other payables</b>	2,074	2,142

### 10. Provisions

	2012 \$'000	2011 \$'000
<b>Employee provisions</b>		
Leave	819	465
<b>Total employee provisions</b>	819	465
<b>Employee provisions are represented by</b>		
Not more than 12 months	549	336
Greater than 12 months	270	129
<b>Total employee provisions</b>	819	465

## 4.4 Notes to financial statements

### 11. Cash Flow Reconciliation

Reconciliation of cash and cash equivalents as  
per Balance Sheet to Cash Flow Statement

	2012 \$'000	2011 \$'000
<b>a. Cash and cash equivalents as per:</b>		
Cash flow statement	4,394	9,304
Balance sheet	4,394	9,304
<b>Difference</b>	-	-
<b>b. Reconciliation of net cost of services to net cash from operating activities:</b>		
Net cost of services	(29,690)	(20,339)
Add revenue from government	27,012	12,692
Operating result	(2,678)	(7,647)
<b>Adjustments for non-cash items</b>		
Depreciation / amortisation	913	823
Leasehold incentive	-	-
<b>Changes in net assets and liabilities:</b>		
Trade and other receivables	(14,387)	4,071
Other non-financial assets	(12)	36
Suppliers	(1,718)	1,673
Grants in advance	12,968	(16)
Other payables	(162)	(293)
Employee provisions	352	298
<b>Net cash from / (used by) operating activities</b>	<b>(4,724)</b>	<b>(1,055)</b>

### 12. Contingent Assets and Liabilities

There are no contingent assets or liabilities at  
30/06/2012.

## 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.

	2012	2011
\$ Nil - \$299,999	16	13
Total	16	13
<i>Total remuneration received or due and receivable by directors of ACARA</i>	\$212,137	\$289,698

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 Efthymiades, Mr John Firth, Mr David Hanlon, Mr Angus James, Ms Dianne Kerr, Mr Garry Le Duff, Professor William Loudon, Ms Helen Wildash, Professor Patrick Garnett, Ms Liz Banks and Mr Alan Green.

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.

	2012 \$	2011 \$
<i>Transactions with directors or director related entities</i>	5,723,315	6,680,689

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

	2012 \$	2011 \$
Australian Council for Educational Research	4,363,737	5,368,619
Education Services Australia	360,443	622,410
Victorian Curriculum and Assessment Authority	385,207	431,199
SA Dept. of Education and Child Development	81,380	142,442
University of Melbourne	45,623	-
Queensland Dept. of Education, Training and Employment	-	2,791
WA School Curriculum and Standards Authority	205,902	-
University of Western Australia	260,570	-
Department of Education Tasmania	7,047	-
Northern Territory Dept. of Education and Training	13,406	113,228
	5,723,315	6,680,689



## 4.4 Notes to financial statements

### 15. Senior Executive Remuneration

#### 15a. Senior Executive Remuneration Expense for the Reporting Period

	2012 \$	2011 \$
<b>Short-term employee benefits:</b>		
Salary	1,146,196	1,165,700
Change in annual leave provisions	14,100	83,982
Allowances	-	71,863
<b>Total short-term employee benefits</b>	<b>1,160,296</b>	<b>1,321,545</b>
<b>Post-employment benefits:</b>		
Superannuation	99,368	115,760
<b>Total post-employment benefits</b>	<b>99,368</b>	<b>115,760</b>
<b>Other long-term benefits:</b>		
Long-service leave	23,014	27,531
<b>Total other long-term benefits</b>	<b>23,014</b>	<b>27,531</b>
<b>Termination benefits</b>	<b>-</b>	<b>166,898</b>
<b>Total employment benefits</b>	<b>1,282,678</b>	<b>1,631,734</b>

#### Notes

1. Note 15a was prepared on an accrual basis. There were no bonus payments during the year 2011-12.

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

## 4.4 Notes to financial statements

### 15b. Average Annual Remuneration Packages and Bonus Paid for Substantive Senior Executives as at the end of the Reporting Period

2012						
Average annual reportable remuneration <sup>1</sup>	Senior Executive	Reportable Salary <sup>2</sup>	Contributed Superannuation <sup>3</sup>	Reportable allowances	Bonus Paid	Total
<b>Total remuneration (including part-time arrangements):</b>						
less than \$150,000	-	-	-	-	-	-
\$240,000 to \$269,999	1	247,200	22,248	-	-	269,448
\$270,000 to \$299,999	1	259,862	23,388	-	-	283,250
\$300,000 to \$319,999	1	280,651	25,259	-	-	305,910
\$480,000 to 499,999	1	425,560	38,300	-	-	463,860
<b>Total</b>	<b>4</b>	<b>1,213,273</b>	<b>109,195</b>	<b>-</b>	<b>-</b>	<b>1,322,468</b>

2011						
Average annual reportable remuneration	Senior Executive	Reportable Salary	Contributed Superannuation	Reportable allowances	Bonus Paid	Total
<b>Total remuneration (including part-time arrangements):</b>						
less than \$150,000	-	-	-	-	-	-
\$210,000 to \$239,999	1	201,835	18,165	-	-	220,000
\$240,000 to \$269,999	1	229,358	20,642	-	-	250,000
\$270,000 to \$299,999	1	247,706	22,294	-	-	270,000
\$430,000 to 459,999	1	328,730	37,185	84,426	-	450,341
<b>Total</b>	<b>4</b>	<b>1,007,629</b>	<b>98,286</b>	<b>84,426</b>	<b>-</b>	<b>1,190,341</b>

#### Notes:

<sup>1</sup> This table reports substantive senior executives who received remuneration during the period.

<sup>2</sup> Reportable salary<sup>2</sup> includes the following:

- a) Gross payments
- b) Reportable fringe benefits

<sup>3</sup> The contributed superannuation amount is the average actual superannuation contributions paid to senior executives in the reportable remuneration band during the reporting period including any salary sacrificed amounts, as per the individuals' payslips.

## 4.4 Notes to financial statements

### 15c. Other Highly Paid Staff

2012						
Average annual reportable remuneration <sup>1</sup>	Staff Numbers	Reportable Salary	Contributed Superannuation	Reportable allowances	Bonus Paid	Total
<b>Total remuneration (including part-time arrangements):</b>						
\$150,000 to \$179,999	9	146,491	13,184	-	-	159,675
\$180,000 to \$209,999	3	175,441	15,790	-	-	191,231
\$210,000 to \$239,999	1	197,897	17,811	-	-	215,708
<b>Total</b>	<b>13</b>					

2011						
Average annual reportable remuneration	Staff Numbers	Reportable Salary	Contributed Superannuation	Reportable allowances	Bonus Paid	Total
<b>Total remuneration (including part-time arrangements):</b>						
\$150,000 to \$179,999	10	148,578	13,372	-	-	161,950
\$180,000 to \$209,999	1	201,835	18,165	-	-	180,630
\$210,000 to \$239,999	-	-	-	-	-	-
<b>Total</b>	<b>11</b>					

#### Notes:

<sup>1</sup> This table reports staff:

- a) who are employed by the entity during the reporting period;
- b) whose reportable remuneration was \$150,000 or more for the financial period; and
- c) were not required to be disclosed in Tables A, B or director disclosures.

Each row is an averaged figure based on headcount for individuals in the band.

## 4.4 Notes to financial statements

### 16. Remuneration of Auditors

Financial statement audit services provided by the Auditor- General.

	2012 \$	2011 \$
<b>Fair value of the services provided</b>		
Financial statement audit services	45,000	50,405

No other services were provided by the Auditor-General.

### 17. Financial Instruments

#### (a) Categories of financial instruments

		2012 \$'000	2011 \$'000
<b>Financial Assets</b>			
<b>Loans and receivables</b>			
Cash on hand or on deposit	5(a)	4,394	9,304
Trade and other receivables	5(b)	15,030	286
<b>Total</b>		19,424	9,590
<i>Carrying amount of financial assets</i>		19,424	9,590
<b>Financial liabilities</b>			
<b>At amortised cost</b>			
Trade creditors	10(a)	2,174	3,987
<b>Total</b>		2,174	3,987
<i>Carrying amount of financial liabilities</i>		2,174	3,987

Note GST is not a financial instrument and not been included.

#### (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 and expense from financial assets

		2012 \$'000	2011 \$'000
<b>Loans and receivables</b>			
Interest revenue from deposits	4(c)	323	465
<b>Net gain from loans and receivables</b>		323	465
<b>Net gain from financial assets</b>		323	465

### (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 \$15,029,532 (2011: \$285,787).

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

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:

		2012 \$'000	2011 \$'000
<b>Financial assets</b>			
Trade and other receivables:			
Debtors	5(b)	15,030	286
<b>Total</b>		15,030	286

### Credit quality of financial instruments not past due or individually determined as impaired

Credit quality of financial instruments not past due or individually determined as impaired				
	Not past due and not impaired 2012 \$'000	Not past due nor impaired 2011 \$'000	Not past due nor impaired 2012 \$'000	Not past due nor impaired 2011 \$'000
Debtors	15,030	286	-	-
<b>Total</b>	15,030	286	-	-

## 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.

On Demand		Within 1 year \$'000	1-2 years \$'000	Total \$'000
<b>Maturities for non-derivative financial liabilities 2012</b>				
Financial liabilities:				
Trade creditors	9(a)	2,174	-	2,174
<b>Total</b>		2,174	-	2,174

On Demand		Within 1 year \$'000	1-2 years \$'000	Total \$'000
<b>Maturities for non-derivative financial liabilities 2011</b>				
Financial liabilities:				
Trade creditors	9(a)	3,987	-	3,987
<b>Total</b>		3,987	-	3,987

ACARA had no derivative financial liabilities in either 2012 or 2011

### (f) Market risk

The 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 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 2011-12 (2010-11: 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, as described in Note 1.

#### a) Net cost of outcome delivery

	Outcome		Total	
	2012 \$'000	2011 \$'000	2012 \$'000	2011 \$'000
Employee benefits	9,752	8,496	9,752	8,496
Supplier expenses	19,025	24,654	19,025	24,654
Depreciation and amortization	913	823	913	823
<b>Total expenses</b>	<b>29,690</b>	<b>33,973</b>	<b>29,690</b>	<b>33,973</b>
Revenue from jurisdictions	13,276	13,165	13,276	13,165
Interest	323	465	323	465
Other revenue	276	4	276	4
<b>Total own source income</b>	<b>13,875</b>	<b>13,634</b>	<b>13,875</b>	<b>13,634</b>
<b>Net cost / (contribution of outcome)</b>	<b>15,815</b>	<b>20,339</b>	<b>15,815</b>	<b>20,339</b>

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

	Outcome		Total	
	2012 \$'000	2011 \$'000	2012 \$'000	2011 \$'000
<b>Assets</b>				
Cash and cash equivalents	4,394	9,304	4,394	9,304
Trade and other receivables	15,337	949	15,337	949
Other non-financial assets	66	53	66	53
Property, plant and equipment	2,464	3,064	2,464	3,064
Intangibles	199	327	199	327
<b>Total assets</b>	<b>22,460</b>	<b>13,697</b>	<b>22,460</b>	<b>13,697</b>
<b>Liabilities</b>				
Suppliers	2,174	3,987	2,174	3,987
Grants in advance (deferred revenue)	15,540	2,572	15,540	2,572
Other payables	2,074	2,142	2,074	2,142
Employee provisions	819	465	819	465
<b>Total liabilities</b>	<b>20,607</b>	<b>9,166</b>	<b>20,607</b>	<b>9,166</b>



# Annual Report 2011–2012



## Additional Information

## 5.1 Board and committee membership

### Board Membership

Membership of the ACARA Board is established under section 13 of the ACARA Act. The Board comprises nominees of education ministers and national peak non-government school bodies, agreed to by the Standing Council. The ACARA Board held a total of 9 meetings and 3 teleconferences during the 2011-2012 reporting period.

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



Professor Barry McGaw holds the position of Vice-Chancellor's Fellow, University of Melbourne. He was previously Director for Education, Organisation for Economic Co-operation and Development (OECD) and Executive Director, Australian Council for Educational Research (ACER).

#### *Deputy Chair – Mr Tony Mackay*



Mr Tony Mackay is Executive Director of the Centre for Strategic Education in Melbourne and Chair of the Australian Institute of Teaching and School Leadership. 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.

#### *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.

## 5.1 Board and committee membership

*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. *Retired as member on 7 May 2012.*

*Ms Dianne Kerr*



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

*Mr Garry Le Duff*



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

*Mr John Firth*



John Firth is Chief Executive Officer of the Victorian Curriculum and Assessment Authority and nominee of the Victorian 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. *Retired as member on 7 May 2012.*

*Mr David Hanlon*



David Hanlon is the former Deputy Secretary of the Tasmanian Department of Education and nominee of the Tasmanian Education Minister. *Retired as member on 7 May 2012.*

## 5.1 Board and committee membership

*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.

*Emeritus Professor Patrick Garnett*



Patrick Garnett is Chair of the School Curriculum and Standards Authority, Western Australia and nominee of the WA Education Minister.

*Appointed to the Board on 8 May 2012.*

*Ms Helen Wildash*



Helen Wildash is Executive Director, Teaching and Learning Services, South Australian Department for Education and Child Development and nominee of the SA Education Minister.

*Mr Alan Green*



Alan Green is Executive Director, Strategic Policy and Performance at the Northern Territory Department of Education and Training and nominee of the NT Education Minister.

*Appointed to the Board on 8 May 2012.*

*Ms Liz Banks*



Liz Banks is Deputy Secretary of the Tasmanian Department of Education and nominee of the Tasmanian Education Minister.

*Appointed to the Board on 8 May 2012.*

### Audit and Risk Committee Membership

The Audit and Risk Committee comprises members of the ACARA Board and an independent member.

*Ms Dianne Kerr (Chair)*

*Mr Angus James*

*Mr Tony Mackay*

*Mr Paul Crombie*



## 5.2 Board and committee meetings

### Board

Date	Meeting	Apologies	Location
18 August 2011	Meeting 28	Bill Loudon, Garry Le Duff	255 Pitt Street, Sydney
9 September 2011	Meeting 29	Helen Wildash, Garry Le Duff	255 Pitt Street, Sydney
27 September 2011	Meeting 30	Helen Wildash	Teleconference
27 October 2011	Meeting 31	Bill Loudon	255 Pitt Street, Sydney
18 November 2011	Meeting 32	Angus James	255 Pitt Street, Sydney
24 January 2012	Meeting 33	Brian Croke	255 Pitt Street, Sydney
9 February 2012	Board Teleconference	David Hanlon, John Firth, Dianne Kerr, Deborah Efthymiades	Teleconference
21 February 2012	Board Teleconference	Tom Alegounarias	Teleconference
1-2 March 2012	Meeting 34	David Hanlon	255 Pitt Street, Sydney
24 April 2012	Board Teleconference	David Hanlon, Bill Loudon	Teleconference
1 May 2012	Meeting 35	David Hanlon	255 Pitt Street, Sydney
21-22 June 2012	Meeting 36	Patrick Garnett, Helen Wildash	255 Pitt Street, Sydney

### Committees of the Board

#### Audit and Risk

Date	Meeting	Apologies	Location
22 July 2011	Meeting 11	Dianne Kerr	255 Pitt Street, Sydney
23 August 2011	Meeting 12	None	255 Pitt Street, Sydney
19 October 2011	Meeting 13	None	255 Pitt Street, Sydney
1 December 2011	Meeting 14	None	255 Pitt Street, Sydney
18 January 2012	Meeting 15	None	255 Pitt Street, Sydney
18 April 2012	Meeting 16	None	255 Pitt Street, Sydney

## 5.3 Advisory groups and membership

### F-12 Curriculum Reference Group

The F-12 Curriculum Reference Group provides the ACARA Executive with high level advice to advance strategic priorities in ACARA's work plan. It provides advice on:

- F-12 curriculum design and development policies and practices, as well as reviewing and providing feedback on draft documents;
- strategies to respond to issues raised during curriculum development and consultation;
- curriculum and implementation support strategies and materials.

#### Group members are:

*Mr Robert Randall (Chair)*  
*Mr Tom Alegounarias*  
*Ms Liz Banks*  
*Ms Lesley Englert*  
*Ms Wendy Engliss*  
*Mr John Firth*  
*Ms Valerie Gould*  
*Ms Jill Hazeldine*  
*Mr Paul Herschell*  
*Mr Paul Hewitt*  
*Mr David Howes*  
*Ms Dianne Kerr*  
*Mr Tim Kinder*  
*Mr Tony Mackay*  
*Mr Seamus O'Grady*  
*Ms Robyn Smith*  
*Ms Judy Travers*  
*Ms Helen Wildash*  
*Ms Trish Wilks*

### Curriculum Directors Group

The Curriculum Directors Group provides advice on ACARA's curriculum development program. By keeping informed of work in progress, members are able to play a key communication role within their jurisdictions.

#### Group members are:

*Mr Robert Randall (Chair)*  
*Dr Reg Allen*  
*Ms Mandy Anderson*  
*Ms Gail Barker*  
*Ms Mary Dorrian*

*Ms Janina Drazek*  
*Ms Sharon Duong*  
*Ms Wendy Engliss*  
*Ms Lyndall Foster*  
*Ms Jill Hazeldine*  
*Ms Juanita Healey*  
*Mr Paul Herschell*  
*Mr Paul Hewitt*  
*Mr David Howes*  
*Mr Trish Jackson*  
*Ms Carol Kelly*  
*Mr Tim Kinder*  
*Dr Lynda MacLeod*  
*Ms Aine Maher*  
*Dr Antonio Mercurio*  
*Ms Jill Morgan*  
*Mr Mark Newhouse*  
*Ms Helen O'Brien*  
*Mr Seamus O'Grady*  
*Ms Therese Phillips*  
*Ms Debra Punton*  
*Ms Jenene Rosser*  
*Ms Robyn Smith*  
*Ms Helen Strauch*  
*Ms Sue Tolbert*  
*Mr Raju Varanasi*  
*Mr Graeme Webb*  
*Ms Helen Wildash*  
*Ms Trish Wilks*  
*Mr Andrew Wrigley*  
*Ms Robyn Yates*

### Aboriginal and Torres Strait Islander Advisory Group

The Aboriginal and Torres Strait Islander Advisory Group provides ACARA with expert guidance and advice concerning Aboriginal and Torres Strait Islander histories and cultures. The group comprises people with demonstrated expertise in Aboriginal and Torres Strait Islander education.

#### Group members are:

*Ms Christine Evans (Co-Chair)*  
*Dr Kaye Price (Co-Chair)*  
*Ms Dyonne Anderson*  
*Prof Peter Buckskin*  
*Mr Will Davis*  
*Ms Michele Hall*  
*Prof Paul Hughes*  
*Ms Dianne Kerr*  
*Ms Judy Ketchell*  
*Mr John Page*

## 5.3 Advisory groups and membership

*Prof Mark Rose  
Dr Grace Sarra  
Ms Myra Singh*

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

The EAL/D Working Group provides ACARA with expert advice on how best to meet the needs of students for whom English is an additional language or dialect. The group comprises education professionals and education authority representatives with expertise and an interest in EAL/D students.

#### Group members are:

*Ms Lynn Redley (Chair)  
Ms Misty Adoniou  
Ms Anna Brazier  
Ms Mary-Anne Fleming  
Dr Robert Jackson  
Ms Jennifer Mayers  
Dr Thelma Perso  
Ms Sophia Sabatier  
Ms Juanita Sellwood  
Ms Hany Stefaniuk*

### Equity and Diversity Advisory Group

The Equity and Diversity Advisory Group provides advice on equity and diversity perspectives at key stages in the curriculum development process, including curriculum design and development processes, draft curriculum, as well as associated information and support materials.

#### Group members are:

*Ms Tracey McAskill (Chair, April 2012–ongoing)  
Ms Wendy Engliss (Chair, July 2011–March 2012)  
Ms Misty Adoniou  
Ms Roma Aloisi  
Mr Greg Auhl  
Mr Troy Barath  
Dr Robyn Bentley-Williams  
Ms Carol Dowling  
Ms Vivien Freadman  
Ms Jodie Green  
Ms Anne McGrath  
Ms Joanne Thompson  
Mr Mark Williams*

### Students with Disability Advisory Group

The Students with Disability Advisory Group has been established to provide ACARA with expert guidance and advice throughout the curriculum development process. The group comprises representatives with special education expertise from education systems, jurisdictions and professional organisations.

#### Group members are:

*Mr Robert Randall (Chair)  
Mr Peter Adams  
Ms Jacqueline Burns  
Mr Bruce Cameron  
Mr Ian Copland  
Mr Ian Dalton  
Mr Matt Davies  
Dr David Evans  
Ms Fiona Forbes  
Ms Dianne Giblin  
Ms Geraldine Gray  
Ms Lynne James  
Profr Graeme McLeod  
Ms Jeanette McMullan  
Ms Kath Midgley  
Ms Catherine Pinnington  
Mr Brian Smyth King  
Dr Jennifer Stephenson  
Mr Mark Tainsh (July 2011–April 2012)  
Ms Karen Underwood  
Ms Sheree Vertigan  
Ms Robyn Whiting*

### Learning Area Advisory Groups

Learning area advisory groups provide guidance and advice to writing teams at prescribed points throughout the project, provide advice on groups or individuals to be consulted, review documentation prepared during the curriculum development process, provide advice to the Board and/or the ACARA Executive on the suitability and quality of curriculum documents. The group comprises education professionals, teachers and education authority representatives with particular expertise in the relevant learning area/subject.

## 5.3 Advisory groups and membership

Phase 1 learning areas:

English	Mathematics	Science	History
<p>Group members are:</p> <p><i>Mr John Gougoulis (Chair)</i></p> <p><i>Ms Lorna Beegan</i></p> <p><i>Ms Gemma Contos</i></p> <p><i>Prof Robert Dixon</i></p> <p><i>Ms Joslyn Fox</i></p> <p><i>Dr Robert Jackson</i></p> <p><i>Ms Barbara Lemke (until October 2011)</i></p> <p><i>Mr John McLaren</i></p> <p><i>Ms Anni Medway</i></p> <p><i>Dr Jean Mulder</i></p> <p><i>Prof Annette Patterson</i></p> <p><i>Ms Christine Thompson</i></p> <p><i>Miss Kylie Wilson</i></p>	<p>Group members are:</p> <p><i>Mr John Gougoulis (Chair)</i></p> <p><i>Mr Michael Barra</i></p> <p><i>Prof Nigel Bean</i></p> <p><i>Dr Mary Coupland</i></p> <p><i>Dr Michael Evans</i></p> <p><i>Dr Nicholas Fisher</i></p> <p><i>Mr Andrew Foster</i></p> <p><i>Dr Peter Gould</i></p> <p><i>Mr John Harris</i></p> <p><i>Dr Deborah King</i></p> <p><i>Ms Deborah Lee</i></p> <p><i>Mr Will Morony</i></p> <p><i>Mr Bevan Penrose</i></p> <p><i>A/ Prof Jacqui Ramagge</i></p> <p><i>Dr Siu-Ming Tam</i></p> <p><i>Ms Jenny Tayler</i></p> <p><i>Prof Neville Weber</i></p>	<p>Group members are:</p> <p><i>Mr John Gougoulis (Chair)</i></p> <p><b>Biology</b></p> <p><i>Mr Jef Byrne</i></p> <p><i>Dr Gillian Kidman</i></p> <p><i>Dr Michael Michie</i></p> <p><i>Prof Bruce Milthorpe</i></p> <p><i>Ms Judith Sara</i></p> <p><i>Dr Wilhelmina Van Rooy</i></p> <p><i>Dr Jim Woolnough</i></p> <p><b>Chemistry</b></p> <p><i>Dr Alberto Bellocchi</i></p> <p><i>Mr John Clarke</i></p> <p><i>A/ Prof Deborah Corrigan</i></p> <p><i>Mr Russell Dempster</i></p> <p><i>Ms Marian Heard</i></p> <p><i>Prof William Price</i></p> <p><b>Science</b></p> <p><i>Prof Vaille Dawson</i></p> <p><i>Prof Ian Fitzsimons</i></p> <p><i>A/ Prof Leah Moore</i></p> <p><i>Ms Dianne Nichols</i></p> <p><i>Mr Gary Simpson</i></p> <p><i>Mr Peter Turnbull</i></p> <p><b>Physics</b></p> <p><i>Ms Anne Disney</i></p> <p><i>Doctor Cathy Foley</i></p> <p><i>E/ Professor Richard Gunstone</i></p> <p><i>Mr James Keogh</i></p> <p><i>Dr Pam Mulhall</i></p>	<p>Group members are:</p> <p><i>Mr John Gougoulis (Chair)</i></p> <p><b>Ancient History</b></p> <p><i>Ms Kate Cameron</i></p> <p><i>Mr Alan Elliott</i></p> <p><i>Mr Nick Ewbank</i></p> <p><i>Mr Anthony Lynch</i></p> <p><i>Prof Stuart Macintyre</i></p> <p><i>Prof Alanna Nobbs</i></p> <p><b>Modern History</b></p> <p><i>Ms Annabel Astbury</i></p> <p><i>Mr Alan Elliott</i></p> <p><i>Ms Janine Giles</i></p> <p><i>Dr Brian Hoepper</i></p> <p><i>Prof Stuart Macintyre</i></p> <p><i>A/Prof Anthony Taylor</i></p> <p><i>Ms Anna Uren</i></p>

## 5.3 Advisory groups and membership

Phase 2 learning areas:

Geography	The Arts	Languages	Aboriginal Languages and Torres Strait Islander Languages
<p><b>Group members are:</b>  <i>Ms Tracey McAskill (Chair, April 2012–ongoing)</i>  <i>Ms Helen Barret (Chair, July 2011–March 2012)</i>  <i>Ms Monica Bini</i>  <i>Ms Tamara Boyer</i>  <i>Mr Nick Hutchinson</i>  <i>Ms Jeana Kriewaldt</i>  <i>A/ Prof Alaric Maude</i>  <i>Mr Malcolm McNerney</i>  <i>Ms Rebecca Nicholas</i>  <i>Mr Brian Rogers</i>  <i>Ms Marcia Rouen</i>  <i>Ms Lianne Singleton</i>  <i>Ms Jenni Webber</i></p>	<p><b>Group members are:</b>  <i>Ms Lynn Redley (Chair, April 2012–ongoing)</i>  <i>Ms Rosemary Davis (Chair, July 2011–March 2012)</i></p> <p><b>Dance</b>  <i>Ms Julie Dyson</i>  <i>Ms Lesley Graham</i>  <i>Ms Jeffrey Meiners</i></p> <p><b>Drama</b>  <i>Dr John O'Toole</i>  <i>Ms Robin Pascoe</i></p> <p><b>Media Arts</b>  <i>Ms Rebecca Arbon</i>  <i>Dr Michael Dezuanni</i>  <i>Ms Gail Hobson</i></p> <p><b>Music</b>  <i>Prof Margaret Barrett</i>  <i>Mr Mathew Irving</i>  <i>Mr Andrew Reid</i></p> <p><b>Overview</b>  <i>Ms Helen Champion</i></p> <p><b>Primary</b>  <i>Dr Susan Crowe</i>  <i>Ms Tina Delchau</i></p> <p><b>Visual Arts</b>  <i>Prof Elizabeth Grierson</i>  <i>Dr Marianne Hulsbosch</i>  <i>Ms Kim O'Brien (October–November 2011)</i></p>	<p><b>Group members are:</b>  <i>Mr Nicholas Perkins (Chair, June 2012–ongoing)</i>  <i>Mr Robert Randall (Chair, July 2011–May 2012)</i>  <i>Dr Jo Carr</i>  <i>Ms Julie Flynn</i>  <i>Ms Wendy Hewitt</i>  <i>Ms Kristine Horan</i>  <i>Prof Joseph Lo Bianco</i>  <i>Dr Antonio Mercurio</i>  <i>Dr Marcel Noest</i>  <i>Dr Jane Orton</i>  <i>Ms Sherryl Saunders</i>  <i>A/ Prof Angela Scarino</i>  <i>Ms Lia Tedesco</i>  <i>Dr Jaky Troy</i>  <i>Dr Michael Walsh</i></p>	<p><b>Group members are:</b>  <i>Mr Nicholas Perkins (Chair)</i>  <i>Dr Rob Amery</i>  <i>Ms Jeanie Bell</i>  <i>Mr Desmond Crump</i>  <i>Ms Lola Jones</i>  <i>Dr Doris Paton</i>  <i>Ms Susan Poetsch</i>  <i>Ms Stephanie Savage</i>  <i>Mr Guy Tunstil</i>  <i>Dr Greg Wilson</i></p>

## 5.3 Advisory groups and membership

Phase 3 learning areas:

Technologies	Civics and Citizenship	Health and Physical Education	Business and Economics
<p>Group members are:</p> <p><i>Ms Lynn Redley (Chair)</i></p> <p><i>Prof Lyndon Anderson</i></p> <p><i>Ms Janine Davison</i></p> <p><i>Prof Marilyn Fleeer</i></p> <p><i>Mr Graeme Harris</i></p> <p><i>A/Prof Howard Middleton</i></p> <p><i>A/ Prof Paul Newhouse</i></p> <p><i>Ms Helen Otway</i></p> <p><i>Dr Janet Reynolds</i></p> <p><i>Mr Larry Spry</i></p> <p><i>Mr Peter Thompson</i></p> <p><i>Ms Marilyn Yates</i></p>	<p>Group members are:</p> <p><i>Mr John Gougoulis (Chair)</i></p> <p><i>Mr David Brown</i></p> <p><i>Prof Peta Goldberg</i></p> <p><i>Ms Patricia Hincks</i></p> <p><i>Dr Harry Phillips</i></p> <p><i>Prof Murray Print</i></p> <p><i>Prof Alan Reid</i></p> <p><i>Dr Libby Tudball</i></p>	<p>Group members are:</p> <p><i>Mr Nicholas Perkins (Chair, April 2012–ongoing)</i></p> <p><i>Ms Rosemary Davis (Chair, July 2011–March 2012)</i></p> <p><i>Mr Glenn Amezdroz</i></p> <p><i>Prof Donna Cross</i></p> <p><i>Dr Trish Glasby</i></p> <p><i>Ms Toni Gray</i></p> <p><i>Mr Douglas Hearne</i></p> <p><i>Ms Nerida Matthews</i></p> <p><i>Prof Phillip Morgan</i></p> <p><i>Ms Kris Stafford</i></p> <p><i>Mr Gareth Richards</i></p> <p><i>Prof Jan Wright</i></p>	<p>Group members are:</p> <p><i>Ms Tracey McAskill (Chair)</i></p> <p><i>Ms Anita Forsyth</i></p> <p><i>Ms Mandy Hudson</i></p> <p><i>Mr Nicholas Keskinidis</i></p> <p><i>Prof John Lodewijks</i></p> <p><i>Dr Alex Millmow</i></p> <p><i>Ms Jennifer Quick</i></p> <p><i>Ms Christine Reid</i></p> <p><i>Dr Alan Roberts</i></p>



## 5.3 Advisory groups and membership

### National Assessment Reference Group

The National Assessment Reference Group was established to provide the ACARA Executive with expert advice on the National Assessment Program. This advice assists the Executive in its provision of advice to the ACARA Board and will assist ACARA to deliver on the assessment objectives and outcomes of its charter in a collaborative manner, including refining the policy framework and developing innovative options for national assessments.

#### Group members are:

*Mr Peter Adams (Chair, 1 May 2012–ongoing)*  
*Dr Peter Hill (Chair, 13 July 2011–1 May 2012)*  
*Mr Tom Alegounarias*  
*Ms Colette Colman*  
*Dr Brian Croke*  
*Mr Alan Dodson*  
*Dr Jenny Donovan*  
*Mr John Firth*  
*Mr Alan Green (13 July 2011–8 May 2012)*  
*Ms Ellen Herden*  
*Mr Jeff Hunt*  
*Mr Kym Linke*  
*Mr Tony Luttrell*  
*Ms Rosalie Nott*  
*Mr Joe Pellegrino*  
*Ms Tracy Stewart*  
*Mr Tony Zanderigo*

#### Ex-officio members

*Prof Raymond Adams (Chair)*  
*Mr Tony Mackay*  
*Prof Barry McGaw*

### Reporting Reference Group

The Reporting Reference Group was established to provide the ACARA Executive with high level advice on the national reporting of data relating to schools. This advice assists ACARA to meet its responsibilities for the national data collection and reporting program.

#### Group members are:

*Mr Peter Adams (Chair, 1 May 2012–ongoing)*  
*Dr Peter Hill (Chair, 1 July 2011–1 May 2012)*  
*Mr Tom Alegounarias*  
*Ms Catherine Andersson*  
*Ms Kathryn Byrnes*  
*Ms Colette Colman*  
*Mr Brian Croke*  
*Ms Susan Dennett*  
*Mr Alan Dodson*  
*Dr Jenny Donovan*  
*Ms Liz Dowd (1 July 2011–20 April 2012)*  
*Ms Deborah Efthymiades (1 July 2011–1 May 2012)*  
*Mr John Firth*  
*Mr Garry LeDuff*  
*Mr Alan Herning*  
*Mr Jeremy Howley*  
*Mr Jeff Hunt*  
*Mr Tony Luttrell*  
*Mr Alex Nockels*  
*Ms Rosalie Nott*  
*Ms Tracy Stewart*

### ACARA Research and Data Committee

The ACARA Research and Data Committee has been established to make decisions on requests for support for research and on data requests by third parties for unpublished and/or sensitive data, other than requests from education ministers, within the framework set by the *Data Access Protocols 2012<sup>1</sup>* and the *Principles and protocols for reporting on schooling in Australia 2009*.

#### Committee members are:

*Dr Brian Croke (Chair)*  
*Mr Peter Adams*  
*Prof Ray Adams*  
*Dr Sarah Glover*  
*Prof Gordon Stanley*

### English Language Proficiency Working Group

The English Language Proficiency Working (ELP) Group has been established to provide ACARA with advice on the technical, policy and

<sup>1</sup> These protocols were approved by ministers on 15 February 2012.

## 5.3 Advisory groups and membership

logistical aspects of various approaches to ELP, so that ELP may be reported consistently across jurisdictional education authorities, as well as the Catholic and independent sectors.

### Group members are:

*Mr Kevin Pugh (Chair)*  
*Ms Misty Adoniou*  
*Ms Jennifer Barclay*  
*Ms Sue Blackall*  
*Ms Amanda Bourke*  
*Ms Anna Brazier*  
*Ms Anita Calore*  
*Prof Chris Davison*  
*Ms Mary-Anne Fleming*  
*Ms Jane Galbraith*  
*Ms Debra Liddiard*  
*Ms Jennifer Mayers*  
*Ms Megan Petrass*  
*Ms Sophia Sabatier*  
*Ms Lina Scalfino*  
*Ms Majella Stevens*

### Finance Data Working Group

The Finance Data Working Group has been established to provide advice and assistance to ACARA's Executive on ACARA's national responsibilities associated with financial reporting on schooling and Australia's schools. This will assist ACARA in relation to the collection and reporting of school finances.

### Group members are:

*Mr Chris Taggart (Chair)*  
*Ms Linda Candy (1 July–1 November 2011)*  
*Mr Paul Daniels*  
*Ms Desiree Fournaris*  
*Mr Michael O'Brien*  
*Mr Shaun O'Brien*  
*Mr Geoff Newcombe*  
*Mr Phillip Peace (1 July 2011–11 January 2012)*  
*Ms Gaile Pearce*  
*Mr Allan Pickering*  
*Ms Sushila Sharma*  
*Ms Kimberley Taylor*  
*Ms Heather Van Munster (1 July 2011–1 March 2012)*  
*Mr Mark Whybrow (1 July–1 August 2011)*  
*Ms Rowena Williams*  
*Mr David Wilkes*

*Mr Andrew Wright (1 July–1 October 2011)*  
*Ms Heather Van Munster (1 July 2011–1 March 2012)*  
*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*.

### Group members are:

*Mr Nathaniel Lewis (Chair)*  
*Mr Tilahun Afrassa*  
*Ms Sue Blackall*  
*Dr John DeCourcy*  
*Mr Andrew Hay*  
*Mr Jeremy Howley*  
*Dr Peter Lind*

### 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 reviews 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 modeling this data in order to develop

## 5.3 Advisory groups and membership

recommendations for the Assessment and Reporting Committee and Board.

### Group members are:

*Dr Peter Hill (Chair<sup>1</sup>, 1 July 2011–1 May 2012)*  
*Dr John Ainley*  
*Dr Geoff Barnes*  
*Prof Sid Bourke*  
*Ms Deborah Efthymiades*  
*Mr John Firth*  
*Mr Nathaniel Lewis*  
*Mr Michael Long*  
*Ms Lucy Lu*  
*Prof Barry McGaw*  
*Mr Tony Zanderigo*

### NAP-ICT Literacy Review Group

The NAP-ICT Review Group has been established to provide ACARA with advice on proposed assessment materials from curriculum, psychometric and equity perspectives; and, examine draft assessment instruments to ensure they are of appropriate difficulty and are valid, free of bias and accessible to all participating students.

### Group members are:

*Ms Michelle Robins (Chair)*  
*Ms Deb Bevan*  
*Ms Sue Blackall*  
*Ms Larissa Brenner (1 July 2011–1 May 2012)*  
*Ms Paula Christophersen*  
*Ms Jan Clarke*  
*Ms Tanya De Maio*  
*Ms Sue Dennett*  
*Mr Gawain Duncan*  
*Mr Brian Elliot*  
*Mr Lyndall Foster*  
*Mr Liam Garvey*  
*Ms Marcia Harvey*  
*Mr Mark Huxley*  
*Mr Kym Linke*  
*Ms Robyn Macmillan*  
*Ms Trish McGregor*  
*Ms Lana Micallef*  
*Ms Hanya Stefaniuk*

### Marking Quality Team Working Group

The Marking Quality Team Working Group develops consensus scores for the training and control materials used to ensure national consistency of marking for the NAPLAN writing test. They attend the National Centre Leader Training to receive and then deliver a common marker training package back in their jurisdiction to their state markers. The group also advises on required changes to marking guide exemplars.

### Group members are:

*Ms Gabrielle Bastow (Chair)*  
*Mr Paul Becker*  
*Ms Natalie Ede*  
*Ms Karen Ferrante*  
*Mr Ron Gorman*  
*Ms Kathryn Griffiths*  
*Ms Stephanie Lasscock*  
*Mr Kym Linke*  
*Mr Denis O'Donnell*  
*Ms Lisa Rosenthal*  
*Ms Marianne Schubert*

### Measurement Advisory Group

The Measurement Advisory Group 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.

### Group members are:

*Prof Ray Adams (Chair)*  
*Prof David Andrich*  
*Prof George Cooney*  
*A/Prof Shelley Gillis*  
*Prof Patrick Griffin*

### Measurement Framework for Schooling in Australia 2012 Working Group

To provide advice for the periodic review by ACARA of the *Measurement Framework*

<sup>1</sup> A new chair will be appointed when this group next meets.

## 5.3 Advisory groups and membership

for *Schooling in Australia*, to review draft amendments to the framework and to facilitate endorsement of a revised framework by jurisdictions and sectors by representing their views in the review process.

### Group members are:

*Mr Kevin Pugh (Chair)*  
*Mr Peter Adams*  
*Ms Catherine Andersson*  
*Ms Kathryn Byrnes*  
*Ms Colette Colman*  
*Ms Susan Dennett*  
*Mr Alan Dodson*  
*Ms Liz Dowd*  
*Mr David Garner*  
*Mr Alan Herning*  
*Mr Jeremy Howley (19 April–30 June 2012)*  
*Mr Jeff Hunt*  
*Ms Julie-Anne Justus*  
*Prof Barry McGaw*  
*Dr Jonathon Moritz*  
*Mr Alex Nockels*  
*Ms Rosalie Nott*  
*Ms Lindy Peisley*  
*Ms Megan Petrass*  
*Dr Gabrielle Phillips*  
*Ms Gill Yates*

### NAP-Civics and Citizenship Working Group

The NAP-CC Review Group has been established to: provide ACARA with advice on proposed assessment materials from curriculum, psychometric and equity perspectives; and, examine draft assessment instruments to ensure they are of appropriate difficulty and are valid, free of bias and accessible to all participating students.

### Group members are:

*Ms Michelle Robins (Chair)*  
*Dr Mark Askew*  
*Mr Robin Aukett*  
*Mr Nigel Brown*  
*Ms Susan Dennett*  
*Mr Brian Elliot*  
*Mr Terry Gallagher*  
*Ms Deirdre Geelan (June–December 2011)*  
*Mr Ron Gorman*

*Ms Pat Hincks*  
*Ms Rosita Kandiah*  
*Ms Robyn MacMillan*  
*Dr Declan O'Connell*  
*Mr Andrew Sinfield*  
*Ms Hanya Stefaniuk*  
*Ms Karen Tuhan*

### NAP-Science Literacy Review Group

The NAP-SL Review Group has been established to provide ACARA with advice on proposed assessment materials from curriculum, psychometric and equity perspectives; and, examine draft assessment instruments to ensure they are of appropriate difficulty and are valid, free of bias and accessible to all participating students.

### Group members are:

*Ms Michelle Robins (Chair)*  
*Ms Jan Brooks*  
*Mr Michael Chamberlain*  
*Mr Michael Doyle*  
*Ms Sharon Fellows*  
*Prof Mark Hackling*  
*Ms Bindi Isis*  
*Ms Maria James*  
*Ms Glenda Leslie*  
*Ms Robyn MacMillan*  
*Ms Marilyn McKee*  
*Ms Louise Nicholas*  
*Mr Andrew Oakley*  
*Mr Joseph Sambono*  
*Ms Hanya Stefaniuk*  
*Ms Annie Termaat (1 July–30 September 2011)*  
*Ms Jane West*

### NAPLAN Reporting Working Group

The NAPLAN Reporting Working Group was established to advise on the reporting of NAPLAN national results. The working group considers the intersection of national reporting and the needs of jurisdictions for their own reporting, advises on reporting options which best represent an increasing number of years of data, and, identifies enhancements to established

## 5.3 Advisory groups and membership

modes of reporting. The working group considers both the *Preliminary (Summary) Report* and the final *NAPLAN National Report*. In 2011, significant input from the working group resulted in the publication of data on the NAPLAN website, with results displayed on easily searched HTML pages. Recommendations from the working group are provided to the National Assessment Reference Group and the Reporting Reference Group for review and endorsement.

### Group members are:

*Ms Julie-Anne Justus (Chair)*  
*Ms Sue Blackall*  
*Mr Mark Cheeseman*  
*Ms Susan Dennett*  
*Mr Alan Dodson*  
*Mr Tim Grace (1 July–31 December 2011)*  
*Mr Jeff Hunt (1 March–30 June 2012)*  
*Dr Goran Lazendic*  
*Ms Ellen McEwen (1 March–30 June 2012)*  
*Mr Roland Simons*  
*Ms Gill Yates*  
*Ms Robyn Yates*

### National Report on Schooling Working Group

The National Report on Schooling (ANR) Working Group was established to review and provide feedback on the development of the *National Report on Schooling in Australia 2010*. The working group helped to develop the planning framework for the report and played an important role in reviewing the draft report.

### Group members are:

*Ms Lindy Peisley (Chair)*  
*Ms Susan Barnes*  
*Ms Jessie Bice*  
*Ms Susan Dennett*  
*Mr Alan Herning*  
*Dr Karen Jacobson*  
*Ms Julie-Anne Justus*  
*Dr Gabrielle Phillips*  
*Mr Kevin Pugh*  
*Dr Roland Simons*  
*Mr Chris Taggart*  
*Ms Gill Yates*

### National School Survey Implementation Group

The National School Survey Implementation Group has been established to provide ACARA with advice on the implementation of the national school survey initiative. The work undertaken by the group is an extension of the work previously undertaken by the School Satisfaction Survey Working Group and comprises representatives from all jurisdictions and sectors. This group started meeting in February 2012 and replaced the School Satisfaction Survey Working Group.

### Group members are:

*Mr David Wasson (Chair)*  
*Mr Tilahun Afrassa*  
*Mr Alan Dodson*  
*Ms Liz Dowd*  
*Mr Stephen Fraser*  
*Mr Jeremy Howley*  
*Mr Jeff Hunt*  
*Ms Alison Jaffee*  
*Mr Andy Kowaluk*  
*Ms Jacqui Louw*  
*Mr Gerry McCloughan*  
*Ms Louise Oldman*  
*Dr Mary Oski*  
*Mr Kevin Pugh*  
*Mr Leon Schwerin*  
*Ms Susan Wright*

### National Testing Working Group

The National Testing Working Group (NTWG) 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 feedback during item development, advice for the administration and reporting activities and provides quality assurance to achieve high quality tests in a nationally consistent framework.



## 5.3 Advisory groups and membership

### Group members are:

*Ms Rhondda Kretschmann (Chair)*  
*Mr Paul Becker*  
*Ms Sue Blackall (1 July 2011–15 June 2012)*  
*Ms Natalie Ede*  
*Ms Karen Ferrante*  
*Mr Ken Gordon*  
*Ms Ellen Herden (1 July 2011–9 January 2012)*  
*Mr Kym Linke*  
*Ms Marilyn McKee*  
*Ms Robyn Roberts*  
*Mr Andrew Smith*  
*Ms Lee Willett*  
*Ms Janelle Wills*  
*Prof Mark Rose*  
*Dr Grace Sarra*  
*Ms Myra Singh*

*Mr Andrew Jones*  
*Mr Andy Kowaluk*  
*Ms Jacqui Louw*  
*Mr Gerry McCloughan*  
*Ms Louise Oldman*  
*Dr Mary Oski*  
*Mr Kevin Pugh*  
*Ms Jeraldine Robinson (11 October 2011–9 December 2011)*  
*Mr Leon Schwerin*  
*Ms Bev Vickers*  
*Ms Susan Wright*

### 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. This group ceased meeting in January 2012.

### Group members are:

*Mr David Wasson (Co-Chair)*  
*Mr Peter Starkey (Co-Chair)*  
*Mr Tilahun Afrassa*  
*Mr Adrian Barnett*  
*Ms Diann Bedwell*  
*Mr Alan Dodson*  
*Ms Liz Dowd*  
*Ms Roslyn East (1 July – 30 September 2011)*  
*Mr Stephen Fraser*  
*Ms Liz Horley*  
*Mr Jeremy Howley*  
*Mr Jeff Hunt*  
*Ms Alison Jaffee*

### 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. This group has now been replaced by the Student Attendance Data Sub-Group.

### Group members are:

*Mr Nathaniel Lewis (Chair)*  
*Ms Christine Albans*  
*Ms Catherine Andersson*  
*Ms Karen Bass*  
*Ms Kathryn Byrnes*  
*Ms Colette Colman*  
*Mr Nigel Cross*  
*Ms Susan Dennett*  
*Mr Alan Dodson*  
*Dr Jenny Donovan*  
*Ms Miriam Doull*  
*Ms Liz Dowd*  
*Ms Roslyn East*  
*Mr David Garner*  
*Ms Alita Gee Kee*  
*Mr Jeremy Howley*



## 5.3 Advisory groups and membership

*Mr Jeff Hunt*  
*Dr Lucy Lu*  
*Mr Tony Luttrell*  
*Mr Lawrence McDonald*  
*Ms Rosalie Nott*  
*Dr Gabrielle Phillips*  
*Mr Kevin Pugh*  
*Ms Tracy Stewart*  
*Mr Simon Tiller*  
*Mr David Wasson*  
*Mr Tony Zanderigo*

### Student Attendance Data Sub-Group

The Student Attendance Data Sub-Group has been established to provide ACARA with advice in the development and implementation of a student attendance data methodology to collect and report consistent student attendance data across jurisdictional education authorities, as well as the Catholic and independent sectors.

This group replaces the previous Student Attendance Data Collection Working Group and was established when reviewing and refocusing the student attendance data project.

#### Sub-Group members are:

*Mr Kevin Pugh (Chair)*  
*Ms Sophan Chhim*  
*Ms Colette Colman*  
*Ms Susan Dennett*  
*Ms Debbie Dennis*  
*Mr David Garner*  
*Mr Jeremy Howley*  
*Dr Lucy Lu*  
*Mr Gavin Morris*  
*Ms Rosalie Nott*  
*Mr Andrew Oakley*  
*Mr Boyd Paties*  
*Ms Anshu Srivastava*

### Vocational Education and Training in Schools Working Group

The Vocational Education and Training in Schools (VETiS) Working Group includes representatives of jurisdictions, sectors, Australasian curriculum, assessment and

certification authorities (ACACA) and the National Centre for Vocational Education Research (NCVER). The group's 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 key performance measures for VETiS.

#### Group members are:

*Mr Peter Starkey (Co-chair, 1 July – 30 November 2011)*  
*Ms Susan Dennett (Co-Chair, 1 July–30 November 2011; Chair, 1 December 2011–ongoing)*  
*Dr Reg Allen*  
*Ms Alison Anlezark*  
*Mr Ian Balcomb*  
*Mr Chris Bayer*  
*Ms Michaela Bensley*  
*Ms Davinia Blomberg*  
*Ms Moira Breda*  
*Ms Tony Cavallaro*  
*Mr Tony Considine*  
*Mr Steve Donatti*  
*Ms Liz Dowd*  
*Ms Roslyn East*  
*Mr Mark Driver*  
*Mr Ian Fyfe*  
*Mr John Harris*  
*Mr Andrew Howie*  
*Ms Lindy Peisley*  
*Dr Phil Pettit*  
*Ms Adrienna Ross*  
*Mr Daryl Sutton*  
*Mr Barry Wallett*  
*Ms Gill Yates*

## 5.4 Evidence to parliamentary committees

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

- Supplementary Budget Estimates (Thursday 20 October 2011),
- Additional Estimates (Thursday 16 February 2012),
- Budget Estimates (Wednesday, 30 May 2012).

Full transcripts of these hearings are available in Hansard.

On Thursday 18 August 2011, ACARA attended a joint private briefing with the Independent Schools Council of Australia (ISCA) and the Federal Government's House of Representatives Standing Committee on Education and Employment. At the briefing, ACARA answered questions on development and implementation of the new national curriculum. The Committee had been asked to inquire into and report on the *Schools Assistance Amendment Bill 2011*.

In March 2012, ACARA gave evidence at the Victorian Government's Inquiry into Agricultural Education and Training (20 March), as well as at the Federal Government's House of Representatives Standing Committee on Education and Employment (20 March).

In May 2012, ACARA responded by letter to the Standing Committee on Aboriginal and Torres Strait Islander Affairs. Meanwhile on 15 May, ACARA attended the Federal Government's Senate Education, Employment and Workplace Relations References Committee to attend its public hearing into higher education and skills training to support future demand in agriculture and agribusiness.



## 5.5 Work, health and safety

### Overview

The Work Health and Safety (WHS) Bill was passed by the Australian Parliament in 2011 to achieve greater national harmonisation of health and safety legislation in Australian workplaces. As of 1 January 2012, new provisions came into effect that strengthen the onus on ACARA Board members and senior managers to consider and take into account the implications of their decisions on the health and safety of ACARA's staff. Advice on these changes to legislation was provided to the ACARA Board, management and staff to promote the importance of WHS.

Training is a large part of how ACARA ensures its workers are free from injury or ill health. This training takes the form of induction and refresher courses. New and existing staff receive information about the WHS policy, their legal WHS responsibilities, emergency evacuation instructions, how to report hazards, incidents and injury, as well as ergonomics and manual handling. Where practicable, demonstrations are provided to further reinforce the message.

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

Our two satellite offices in Perth and Melbourne also have a WHS representative to provide training to new workers and carry out workplace inspections to identify any hazards.

### WHS Performance

During 2011–2012, there were no reported injuries to Comcare. There were also no Provisional Improvement Notices (section 90 of the *Work Health and Safety Act 2011*), Prohibition Notices (section 195), or Improvement Notices (section 191) issued. There were no investigations undertaken by Comcare arising out of ACARA's responsibility as a PCBU (Person Conducting a Business or Undertaking) in accordance with the Act.

WHS has become a regular agenda item at all team meetings to provide a platform for issues to be raised. Issues arising are then forwarded to the WHS Consultation Committee for resolution. The Audit and Risk Committee is also advised of any issues arising and the actions implemented to mitigate WHS risks.



## 5.6 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 2011–2012, ACARA was not subject to any Commonwealth ministerial directions.



## 5.7 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 staff have attended a privacy briefing provided by the Office of the Australian Information Commission (OAIC) and receive regular updates from the OAIC.

During this reporting period, ACARA finalised its *Data Access Protocols* (published on the ACARA website).

No complaints about instances of privacy breach under the *Privacy Act 1988* (Cth) were received during the 2011–2012 reporting period.

ACARA's privacy officer is contactable as follows:

Telephone: 1300 895 563

Mail: Level 10, 255 Pitt Street,  
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## 5.8 Providing access for people with disabilities

### Access to Premises and Facilities

ACARA has endeavoured to provide access for people with disabilities and the following list outlines features that have been implemented to assist both staff and visitors who may need extra support. Entrance doors open automatically via a security swipe card, eliminating the need for any pushing or pulling. The polished concrete floor in the office has an anti-slip surface sprayed onto it so visitors and staff who use a wheelchair or crutches can gain grip. Changes in floor levels are ramped to make access easy for people in wheelchairs. A toilet and shower room have been specially equipped with wide doors, large turning space, rails, low level sink and taps and no shower screen. For visually impaired persons, signs to the bathroom have Braille definition symbols and the ramp leading to the bathroom has metal sensors underfoot to identify its beginning and end.

### Consideration of students with disability in Curriculum, Assessment and Reporting Outputs

ACARA established an advisory panel to provide advice relating to students with disability across all aspects of ACARA's work. This panel met five times during 2011-2012 and provided advice on a range of matters, from the structure of the Australian Curriculum for students with disability, to appropriate adjustments for students to access assessments.

ACARA revised the draft Australian Curriculum English and mathematics 'Progressing to Foundation' materials in light of consultation feedback in 2011. The revised materials draw on the general capabilities continua (particularly literacy, numeracy and personal and social capability) to support teachers to personalise learning for students

with disability. Teachers can use the continua to identify meaningful access points for students with disability to participate in age-appropriate learning of English, mathematics, science, history and other learning areas. Examples of teaching and learning activities in each learning area were developed to illustrate how to use the Australian Curriculum to meet the needs of students with disability.

The revised materials were published in July 2012 for further consultation and trialling by schools, in preparation for final publication in December 2012.

Working with states and territories, ACARA has reviewed and improved the *National Protocols for Test Administration*. These protocols establish guidelines for providing adjustments in NAPLAN test sessions for students with disability to ensure that they can participate fully in tests. Classroom adjustments may include use of scribes, additional time, or some forms of assistive technology among other options. Case studies are provided on the NAP website to support school-level decision making regarding such matters.

ACARA also provides the NAPLAN tests in special formats, including Braille, large print, black and white, as well as PDF (for students otherwise unable to access the tests). 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.

## 5.9 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,
- data projectors, plasma screens and e-tablets are used to display information instead of printed handouts,
- the internet is used as the main forum to disperse information to the wider community.

ACARA's recycling program has grown considerably in the last four months. Not only are separate paper, cardboard, glass and metal products recycled, ACARA also recycles paper coffee cups, take-away food containers and composts food waste. This program has been made possible with the support of other tenants in the building.

Printer cartridges are also an item that we have recycled, to prevent potentially hazardous materials from polluting the environment. On average, ACARA recycles 14 kg of printer

cartridges per month. They either go back to the original manufacturer for reuse or are recycled into new products.

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 to which they supply plants.





## 5.10 Acronyms and glossary

Acronym	Title
A&R	Assessment and Reporting
ARPAP	Assessment and Reporting Policy Advisory Panel (defunct)
ACACA	Australasian Curriculum, Assessment and Certification Authorities
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACARA Act	<i>Australian Curriculum, Assessment and Reporting Authority Act 2008</i>
ACER	Australian Council for Educational Research
AEYSOC	Australian Education Early Childhood Development and Youth Affairs Senior Officials Committee
AEU	Australian Education Union
Authority	See ACARA
BEMU	Benchmarking and Educational Measurement Unit (defunct)
BoS	Board of Studies
CAC Act	<i>Commonwealth Authorities and Companies Act 1997</i>
CACAs	Curriculum, assessment and certification authorities
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 (e.g., reading, writing, language conventions, numeracy)
EAG	Education Advisory Group
EAL/D	English as an Additional Language/Dialect
EBA	Enterprise Bargaining Agreement
ELP	English Language Proficiency
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
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

## 5.10 Acronyms and glossary

Acronym	Title
FMO	Finance Minister's Orders
ICT	Information and Communication Technology
INCB	Interim National Curriculum Board
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 (defunct)
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs (defunct)
Melbourne Declaration	The <i>Melbourne Declaration on Educational Goals for Young Australians</i> (2008) which sets the direction for Australian schooling for the next ten years
Ministerial Council	MCEECDYA or MCEETYA, depending on historical context, now the Standing Council (see below)
<i>My School</i>	A website which has been developed so that parents and the community have access to information about their child's school and other schools in Australia.
NAP	National Assessment Program
NAPLAN	National Assessment Program - Numeracy and Literacy
NCEC	National Catholic Education Commission
NCVER	National Centre For Vocational Education Research
NTWG	The National Testing Working Group
OAIC	Office of the Australian Information Commission
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PMRT	Performance Measurement and Reporting Taskforce (defunct)
Standing Council	Standing Council on School Education and Early Childhood (SCSEEC)
Senior Secondary	The final two years of secondary schooling - generally Years 11 and 12
SOWG	Strategic Policy Working Group - a sub-group of AEEYSOC that includes government and non-government sector representatives.
TAA	Test Administration Authority
TIMSS	Trends in International Mathematics and Science Study
VETiS	Vocational Education and Training in Schools

## 5.11 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, 5.6
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 5.8
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> , sub-clause 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> , sub-clause 10 (1) (e)	Section 3.5
Significant developments since end of the financial year	<i>CAC Financials 2008</i> , sub-clause 10 (1) (f)	There were no significant developments to report since the end of the financial year.

## 5.11 Compliance index

Requirement	Reference	Annual Report Section
Efficiency and effectiveness of the operations in producing its principal outputs	<i>CAC Financials 2008</i> , sub-clause 10 (2) (a)	Section 2
Clear links between outcomes, strategies for achieving those outcomes and the principal outputs	<i>CAC Financials 2008</i> , sub-clause 10 (2) (a)	Sections 2, 3.1
Audit Committee	<i>CAC Financials 2008</i> , sub-clause 15 (2)	Sections 1.4, 3.1, 5.1
Advertising, market research, legal and consultancy costs	<i>CAC Financials 2008</i> , sub-clause 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> , sub-clause 17 (2), ref <i>Environment Protection and Biodiversity Conservation Act 1999</i> , section 516A	Section 5.9
Freedom of Information	<i>CAC Financials 2008</i> , sub-clause 17 (2), ref <i>Freedom of Information Act 1982</i> , subsection 516A	Section 5.5
Occupational health and safety	<i>CAC Financials 2008</i> , sub-clause 17 (2), ref <i>Occupational Health and Safety (Commonwealth Employment) Act 1991</i> , section 74	Section 5.5
Responsible minister(s)	<i>CAC Financials 2008</i> , sub-clause 8 (b)	Section 1.3
Fraud risk assessment and control	<i>Commonwealth Fraud Control Guidelines 2002</i>	Section 3.2
Financial statements	Sub-clause 1 (b) and sub-clause 2 (1) of Schedule 1 to the <i>CAC Act</i>	Section 4
Financial statements certification: a statement, signed by the directors	Sub-clause 2 (3) of Schedule 1 to the <i>CAC Act</i>	Section 4.1
Financial statements certification: Auditor General's Report	Sub-clause 1 (c) of Schedule 1 to the <i>CAC Act</i>	Section 4.2