acara
AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Annual Report 2012–2013

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Establishment and functions

ACARA's main functions are the development and administration of a national school curriculum, national assessments, and, the collection, management and analysis of school data relating to school education and performance for publication. In supporting these functions, ACARA also provides some school curriculum resources and educational research services.

ACARA was established on 8 December 2008 under the *Australian Curriculum, Assessment and Reporting Authority Act 2008* (the ACARA Act) and began operations with the appointment of the ACARA Board in May 2009. A new ACARA Board was appointed on 8 May 2012. ACARA 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

Through world-class school curriculum, assessment and reporting, ACARA is improving the learning of all young Australians.

Future directions

At its 13–14 June 2013 meeting, the ACARA Board endorsed strategic directions to guide the work of the authority from 2013–14 to 2015–16.

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, as well as bringing the program online

- 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

- aligning governance and operations within ACARA and creating a high performance organisation that fully meets the expectations of the Australian public.

However, the strategic directions highlight five areas of focus to guide how ACARA goes about its work. These are outlined on the areas of focus diagram on the next page.

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 2011*.

	Areas of focus				
How ACARA approaches its work 2013–14 to 2015–16	Partnerships	Community engagement	Sustainability	Performance	Capacity
	Directions				
	Collaborate with ACARA's partners in addressing and enabling the national education agenda agreed by ministers.	Engage and communicate with parents, principals, teachers, students and the broader community about ACARA's work.	Increase policy relevance and continue to make a positive difference within an evolving Australian education landscape.	Continue to improve the quality, timeliness and impact of all ACARA's work.	Attract highly competent staff, and promote and maintain a positive, agile and high performing work culture.

acara

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Level 10, 255 Pitt Street, Sydney NSW 2000
Phone 1300 895 563 **Fax** 1800 982 118
Email info@acara.edu.au www.acara.edu.au

The Hon Christopher Pyne MP
Minister for Education
Parliament House
Canberra ACT 2600

10 October 2013

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 2013.

The 2012–2013 financial year saw ACARA delivering on a number of key responsibilities set by the Standing Council for School Education and Early Childhood (SCSEEC).

The following documents were endorsed by the Standing Council during the reporting period:
* senior secondary curriculums for English, mathematics, science, and history,
* F–10 curriculum for geography.

NAPLAN tests were successfully administered on 14, 15 and 16 May. ACARA has been continuing research into the feasibility of delivering the NAP online. Initial findings have been promising and a pilot research study on whether online delivery impacts the way students respond to questions online has been undertaken.

My School 2013 was successfully released with the following features:
* cumulative capital expenditure was displayed (covering 2009 through 2011),
* an expanded depiction of VETiS data on course enrolments and VET qualifications completed,
* improved accessibility functionality for people with disability.

ACARA reviewed the Measurement Framework for Schooling in Australia and a revised version was published on the ACARA website. ACARA has also enabled analysis of national schooling data by providing datasets to policymakers and third party researchers, as a result of successful implementation of the ACARA Data Access Protocols.

Once again, 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 2012–2013

Overview

In its first four years, ACARA has dedicated itself to improving the educational outcomes of all young Australians through the provision of world-class curriculum, assessment and reporting programs. The authority traces the history of its work program back to decisions made in 2005 when education ministers decided to proceed with pilot national literacy and numeracy tests.

Following the retirement of ACARA's inaugural CEO Dr Peter Hill, the Board of Directors appointed Robert Randall as ACARA's new chief executive in November 2012.

ACARA continued with the development of the Australian Curriculum through 2012–13. Milestones achieved included the publication of the F–10 Geography curriculum, the *Draft Australian Curriculum: Economics and Business Years 5–10*, the *Draft Australian Curriculum: Civics and Citizenship Years 3–10*, as well as draft curriculums for technologies and for health and physical education. The *Shape of the Australian Curriculum: Work Studies Years 9–10*, part of the Australian Government's National Trade Cadetships initiative, was also released.

Assessment and reporting also featured prominently in ACARA's work over 2012–13. ACARA worked with states and territories to once again deliver NAPLAN tests to around one million school students and report the results of the previous year's assessments for about 9,500 schools on the fourth version of the *My School* website.

Importantly in 2012–13, ACARA also began to move national assessments to an online environment. This means that in the future, NAPLAN will be an even more useful tool as it will assess the Australian Curriculum, be able to draw on a wider variety of test items, deliver results more quickly, and better assess the full range of student achievement than is possible with traditional pencil and paper tests.

ACARA's work plan thus far has been ambitious, but it has also made a real difference. The work ACARA has done over the past four years means that for the first time, Australian school students and teachers are now working with the same curriculum and able to share a great range of curriculum resources that support its teaching. Through ACARA's assessment and reporting programs schools, parents, and the wider community also have a better understanding of what is happening within their local school and in schools across the nation.

ACARA is privileged to be able to deliver this important work to the Australian people, and, to be able to do so with the assistance of staff of the highest calibre, in consultation with stakeholders and the broader community.

Professor Barry McGaw AO, PhD
Chair

In 2012–13, ACARA's fourth full year in operation, the authority continued to grow, to achieve, and to consolidate its accomplishments in the Australian educational landscape. For the first time in Australia's history, Australian school students now have access to the same curriculum, developed by experts in consultation with states and territories, with resources developed in one jurisdiction being able to be accessed and shared by all. Likewise, with NAPLAN and the *My School* website, ACARA will continue to provide the Australian community with robust, comparable data about student and school performance.

ACARA's achievements

Curriculum

The 2012–13 period saw ACARA mark significant achievements in the development of the Australian Curriculum. These include the online publication of the Australian Curriculum in 14 senior secondary subjects. This was the culmination of an extended period of close collaboration with states and territories and engagement with other stakeholders, representing the first step towards achieving national consistency in senior secondary curriculum across Australia.

Also published were the F–10 geography curriculum (which will begin to roll out in some states and territories in 2014), as well as draft curriculums for F–10 technologies, for F–10 health and physical education, for Years 3–10 civics and citizenship and for Years 5–10 economics and business. F–10 portfolios of annotated student work samples, student diversity resources, and extended learning continua in the general capabilities, were also released.

As part of the Australian Government's National Trade Cadetships initiative, in May 2013 ACARA published the *Shape of the Australian Curriculum: Work Studies Years 9–10*. This was developed

with significant input from teachers, academics, professional teachers' associations, education authorities, industry and community. Over the coming year, ACARA will work with a range of stakeholders (including government, industry, education and academic groups), to create a high quality and valued pathway that enables students to transition easily from school to either work or further education.

Assessment and reporting

In March 2013, ACARA released the latest edition of the *My School* website, providing NAPLAN results as well as resource and contextual data to schools and parents. In May 2013, with the co-operation and support of Australia's test administration authorities, ACARA coordinated the delivery of the sixth annual NAPLAN tests.

As part of the triennial cycle of sample assessments, in 2012–13 ACARA also coordinated the 2012 NAP – Science Literacy sample assessment tests. While these were traditional paper and pencil tests, during this year ACARA also continued work towards delivering 2013's National Assessment Program – Civics and Citizenship sample assessment online. This work has included a pilot research study, psychometric analyses and an online field trial. These efforts will inform moves to deliver annual NAPLAN assessments online over the next few years.

ACARA's people

In 2012–13, ACARA continued to employ a full complement of staff in its Sydney headquarters, as well as in our offices in Melbourne and in Perth. In this year, ACARA continued to develop a performance and recognition system as part of

its ongoing implementation of an enterprise agreement (EA).

On a more personal note, I was pleased in November 2012 to be appointed by the Board of Directors as ACARA's second chief executive officer. I look forward to leading ACARA through the exciting times ahead.

Robert Randall

Chief Executive Officer

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 inaugural 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 the authority'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[1] 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 line with the charter set by the Standing Council.

ACARA reports to the Standing Council and to the federal Minister for Education about requirements under the *Commonwealth Authorities and Companies Act 1997* (CAC Act).

Responsible minister

For the 2012–13 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] Now the Standing Council – Standing Council on School Education and Early Childhood (SCSEEC)

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).

Changes were made to the membership of the Board during the reporting period in accordance with section 14 of the ACARA Act. A member retired from the role in early 2013, with a new member to be appointed after the reporting period.

The annual review of the Board began in the first half of 2013. The internal review process was facilitated by the Chair and involved completion of a questionnaire and an open feedback opportunity.

During the reporting period, the Board was supported by the Audit and Risk Committee and the Curriculum Committee. All three bodies comprise non-executive members.

Audit and Risk Committee

The ACARA Board established the 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 five members, including one independent member. The Audit and Risk Committee provides assurance and assistance on ACARA's risk, control and compliance framework and its external accountability responsibilities.

Curriculum Committee

The ACARA Board established the Curriculum Committee at its meeting of 7 February 2013, in accordance with section 35 of the ACARA Act. The committee is chaired by Professor Barry McGaw, AO, PhD. The committee makes decisions and provides advice to the Board on matters relating to the development of the Australian Curriculum.

Annual Report 2012–2013

Performance

Overview

ACARA is responsible for the development of a world-class national curriculum from Foundation to Year 12 (F–12) that enables 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 *Melbourne Declaration on Educational Goals for Young Australians*, which sets the direction of Australian schooling for the following decade. Once a new curriculum is endorsed by SCSEEC, it is published by ACARA on its Australian Curriculum website (www.australiancurriculum.edu.au) and becomes available for implementation by individual states and territories.

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).

The Australian Curriculum includes seven general capabilities: literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

The Australian Curriculum also includes three cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and sustainability.

The overall development of the Australian Curriculum is guided by the *Shape of the Australian Curriculum* (v1.0–4.0), approved by education ministers. The process for developing the national curriculum is outlined in ACARA's *Curriculum Development Process* (v6.0). Design specifications for the Australian Curriculum are outlined in the *Curriculum Design Paper* (v3.1). These documents are available on ACARA's website.

Development of the Australian Curriculum has four stages: shaping, writing, implementation, and evaluation and review. In brief, this complex work has unfolded to date as follows:

- in the first phase from 2008 with the Interim National Curriculum Board (INCB) the F–10 curriculums for four learning areas (English, mathematics, science and history) were implemented

- in the second phase (from mid–2010) and third phase (from October 2011) other learning areas – languages, geography, the arts, technologies, health and physical education, economics and business, and civics and citizenship – were addressed.

Under the National Trade Cadetship Initiative, curriculum development of another two subjects came to ACARA: in 2011 a Years 9–10 subject (now called Work Studies) and in 2012 a Years 11–12 subject (called National Trade Cadetships).

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

- Education Services Australia, regarding online resource discovery and access

- the Australian Institute for Teaching and School Leadership, on professional learning requirements for the Australian Curriculum.

Achievements

During 2012–13, ACARA made significant progress in developing the Australian Curriculum. Notable achievements included the completion and online publication of:

- curriculums for 14 senior secondary subjects for English, mathematics, science and history, and F–10 geography curriculum

- portfolios of annotated student work samples for the F–10 and student diversity resources, which support teachers in implementing the curriculum

- advice on how the curriculum provides for the diverse learning needs of students

- extended learning continua in general capabilities.

English, mathematics, science and history

At the start of the 2013 school year, the F–10 Australian Curriculum in English, mathematics, science and history is being taught in most Australian classrooms. Where the curriculum is not yet being taught, planning for implementation continues.

Senior secondary curriculums in 14 subjects for English, mathematics, science and history were published in December 2012. This follows close collaboration with states and territories and engagement with other stakeholders over a number of years and represents the first step towards national consistency in senior secondary curriculums in Australia. In 2013, ACARA began work with states and territories to explore the curriculum content that will be integrated into their respective courses, and the timelines and processes for this integration.

In February 2013, 132 portfolios of annotated student work samples were published on the Australian Curriculum website for F–10 English, mathematics, science and history. This collection (comprising 870 individual work samples) illustrates above satisfactory, satisfactory and below satisfactory achievement for the relevant standard, at each year level in each learning area. These resources support teachers as they plan and implement learning area content and achievement standards.

Geography, languages and the arts curriculum development

ACARA published the *Australian Curriculum: Geography F–10* in May 2013. Some states and territories plan to teach the new curriculum in 2014. The senior secondary geography curriculum was approved by the ACARA Board in June 2013 and will be submitted to the Standing Council for endorsement in July.

During the reporting year, significant progress was made on the development of the Australian Curriculum for languages, including:

- The draft curriculums for Chinese (three pathways) and Italian were released for public consultation (December 2012 – April 2013) and revision work continued based on that feedback. The final *Australian Curriculum: Languages F–10* for Chinese and Italian is planned for release at the end of 2013.

- Consultation on a second group of languages (Arabic, German, French, Indonesian, Japanese, Korean, Modern Greek, Spanish and Vietnamese) began in May 2013. The curriculums for these languages is due for publication in early 2014.

- The draft *Framework for Aboriginal Languages and Torres Strait Islander Languages* was released for consultation in May 2013 and is due for publication in early 2014.

After an extended period of revision, the *Australian Curriculum: The Arts F–10*, comprising five subjects: dance, drama, media arts, music and visual arts, was approved by the ACARA Board in June 2013. The curriculum will be submitted to the Standing Council for endorsement in July 2013.

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

The technologies curriculum draws together the distinct but related subjects of design and technologies and digital technologies.

The *Shape of the Australian Curriculum: Technologies F–10* was published in August 2012. This document guided writing of the draft technologies curriculum. Consultation on the *Draft Australian Curriculum: Technologies F–10* ended in May 2013. It is planned that the final curriculum will be submitted to ministers for approval and then published by the end of 2013.

The health and physical education curriculum is one of five (including English, mathematics, science and history) that is to be taught to all students from Foundation through to Year 10. It comprises two interrelated strands and covers concepts such as the acquisition of movement skills and development of health literacy competencies.

The *Shape of the Australian Curriculum: Health and Physical Education F–10* was published in August 2012. Curriculum writing followed and the draft curriculum was open to public consultation from December 2012 to April 2013. The final health and physical education curriculum is planned for release in late 2013.

The civics and citizenship curriculum develops students' understanding of Australia's political and legal systems and effective participatory citizenship in contemporary Australian society. The *Draft*

Australian Curriculum: Civics and Citizenship Years 3–10 was released for a ten-week public comment period from 6 May 2013. Publication of the final version is anticipated by the end of 2013.

The economics and business curriculum equips students with transferable skills that enable them to identify and make informed decisions to respond to contemporary economic and business issues or events in local, national, regional and global contexts. The curriculum document is following a similar timeline to the civics and citizenship curriculum, with the same public comment period and anticipated publication date.

National Trade Cadetships

The National Trade Cadetships initiative was announced by the Australian Government in 2010 and curriculum development work was referred to ACARA in July 2011. Initial work identified existing vocational learning curriculum in Years 9–10 being delivered in each state and territory. Scoping and development work for a Years 11–12 curriculum has begun.

The *Shape of the Australian Curriculum: Work Studies Years 9–10* was published on the ACARA website in May 2013. This sets the broad direction for writing the Australian Curriculum for Work Studies Years 9–10.

ACARA will work with a range of stakeholders including government, industry, education and academic groups to create high quality and valued pathways that enable students to transition easily from school to either further education or work.

General capabilities

General capabilities were first published in 2010 and have continued to be strengthened over time. This work will assist schools and teachers in understanding this part of the Australian Curriculum

and in supporting the individual learning needs of diverse learners.

Work included the extension of learning continua from three to six levels in ICT capability, personal and social capability, ethical understanding and intercultural understanding. In literacy an extra five levels and in numeracy an extra two levels have been included at level 1 to address learning in the early years and to maximise the curriculum's flexibility for all students, assisting teachers to cater for student diversity and personalise learning.

This work was published in January 2013 on the Australian Curriculum website.

Cross-curriculum priorities

ACARA formed cross-curriculum writing groups with specific learning area and priority expertise to guide the incorporation of the priorities in the shaping and writing stages of curriculum development in each learning area. The development of the priorities continues with the mapping of cross-curriculum priority organising ideas to content across and between all learning areas.

Student diversity

During this year, ACARA finalised its advice on how the Australian Curriculum provides rigorous, relevant and engaging learning experiences for all students, including for students with disability and English as an additional language or dialect (EAL/D) students. This updated advice was published in the *Shape of the Australian Curriculum* (v4.0).

In January 2013, ACARA published new materials on the Australian Curriculum website to ensure that all students are able to access and participate in the Australian Curriculum. These materials include:

- extended learning continua for the literacy and numeracy capabilities

- student diversity advice materials to support principals, schools and teachers in meeting the needs of diverse learners (including specific advice for students with disability, gifted and talented students, and EAL/D students).

The personal and social capability is also being extended and work is underway to develop illustrations of personalised learning to complete this suite of materials by the end of 2013.

Recognition of alternative frameworks

ACARA continues to evaluate well-established, national frameworks such as the International Baccalaureate Primary Years Programme and Middle Years Programme, the Australian Steiner Curriculum Framework and the Montessori Curriculum Framework on an as-required basis. One submission was received for the second cycle of the recognition process and is under review.

Monitoring and evaluation

ACARA's charter requires the authority to advise on the most effective processes for ensuring the continuous improvement of the Australian Curriculum. This improvement must reflect evidence and the experience of the various stakeholders as they engage with the curriculum.

ACARA has set up a working group, comprising state and territory representatives, to prepare a detailed monitoring and evaluation framework for further consideration. The monitoring and evaluation plan will be submitted to ministers for endorsement in 2013.

Nationally agreed and consistent approaches for assessment and reporting

With the Australian Curriculum being progressively implemented across the country, parents and the broader community will expect greater consistency

in the assessment and reporting of student learning and achievement.

In 2012–13, ACARA has built on previous work with states and territories. The working group of nominated state and territory representatives is considering approaches to developing nationally consistent descriptions of student achievement at five levels and will give the Standing Council further advice by the end of 2013.

Future directions

It is anticipated that by the end of 2013, the F–10 Australian Curriculum in the learning areas identified in the Melbourne Declaration will be published and available for implementation by states and territories. The Australian Curriculum for senior secondary geography will be submitted to the Standing Council in July 2013 and, once endorsed, published on the Australian Curriculum website.

During 2013, ACARA will continue to work with teachers across the country to enhance its portfolios of annotated student work samples for English, mathematics, science and history. Future work will include portfolios for geography and other F–10 learning areas, and enhancement of learning area collections with illustrations of learning in general capabilities.

In 2013, ACARA will also work with state and territory curriculum and certification authorities to explore the following three areas, and report back to ministers:

- how endorsed senior secondary curriculum content will be integrated into their respective courses

- what the timelines and processes for this integration will be

- what the details are regarding the validation of senior secondary achievement standards.

ACARA will also prepare advice on the development of further senior secondary curriculum and on senior secondary certification and credentialing.

In 2013 and 2014, revision and development of general capabilities will continue. Work will include refining the website presentation to allow the Australian Curriculum to be viewed according to general capabilities.

During 2013–14, ACARA will also work with state and territory curriculum directors and peak bodies in primary education to help share approaches being implemented nationally. The authority will identify actions to support primary schools in their implementation of the Australian Curriculum. ACARA will develop and publish a whole-of-curriculum view for the F–10 Australian Curriculum, illustrating links between learning areas and subjects.

Functional enhancements to the Australian Curriculum website will be made during 2013 and 2014.

'Having the opportunity to network with colleagues at a national level is a rare and very fruitful one. The professional learning that happens when dedicated teachers get together is always inspirational and these workshops were no exception. I made several contacts in other states that I will continue to network with, and broaden my knowledge of what's possible.'

Teacher comment in response to participating in national discussion about curriculum development

The Australian Curriculum v5.0 was published in May 2013. Content added to the site includes Foundation to Year 10 geography, senior secondary curriculum for English, mathematics, science and history F–10 work samples, general capabilities learning continuas and student diversity support materials.

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 teachers forums.

Overview

Purpose

The National Assessment Program (NAP) is the means by which governments, education authorities and schools can determine whether or not young Australians are reaching important educational goals for literacy and numeracy. The NAP monitors progress towards the outcomes 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 tests are constructed to assess knowledge, skills and understandings appropriate for 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 responsibilities

In 2003, the rolling three-year cycle of national sample assessments began with a sample of Year 6 students being tested in science literacy.
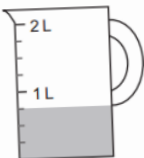
In 2004, samples of Year 6 and 10 students were assessed in civics and citizenship. The following year, ICT literacy was tested, again for samples of students in Year 6 and 10. The triennial cycle was repeated from 2006. Approximately five per cent of the student population do the national sample assessments, representing all states and territories, school sectors and socioeconomic 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 Year 3, 5, 7 and 9 sit the tests to provide a national picture of performance.

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

Administration of the tests is managed by states and territories and contractors, which are responsible for printing and distributing the final materials, and for working directly with schools on test administration matters.

> **23** This jug has some milk in it.
>
> 2 L
>
> 1 L
>
> If Eve adds an extra 500 mL of milk to the jug, how many millilitres (mL) of milk will then be in the jug?
>
> _____ mL

Test item from Year 7 Numeracy example test

Achievements

NAPLAN 2012 and 2013 test development process

The test development process is necessarily rigorous and comprehensive. For each new cycle it takes about eighteen months to two years to produce high quality tests. For example, items (test questions) developed for the NAPLAN 2013 tests were trialled in August 2012, to ensure they would accurately and reliably capture achievement.

These items were trialled in approximately 160 schools across Australia. The results for each item were then analysed and reviewed by ACARA, as well as state and territory education professionals. This process ensured that only those items that best meet the test specifications were included in each test.

Development of items for the 2014 NAPLAN tests began in November 2012, with review and feedback by states and territories continuing through to July 2013. These timeframes ensure preparation for trialling is in place for August 2013.

NAPLAN equating and analysis

To ensure valid comparisons can be made between student performances across time, 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, state, territory and federal governments.

NAPLAN 2013 equating

The equating study for the 2013 NAPLAN tests was carried out from late April to early May 2013, with students in approximately 210 schools (who subsequently participated in the 2013 NAPLAN tests). The equating analysis began in June 2013.

NAPLAN 2012 performance

In September 2012, ACARA provided the scaled test results of over one million students to states and territories for use in schools and for distribution to parents. ACARA also published the *Summary (Preliminary) Report* on NAPLAN performance in September 2012. This report provided an initial overview of NAPLAN results across Australia.

In December 2012, ACARA released the comprehensive *National Report*, which provided a more detailed analysis of the 2012 test results, including a breakdown of results according to a
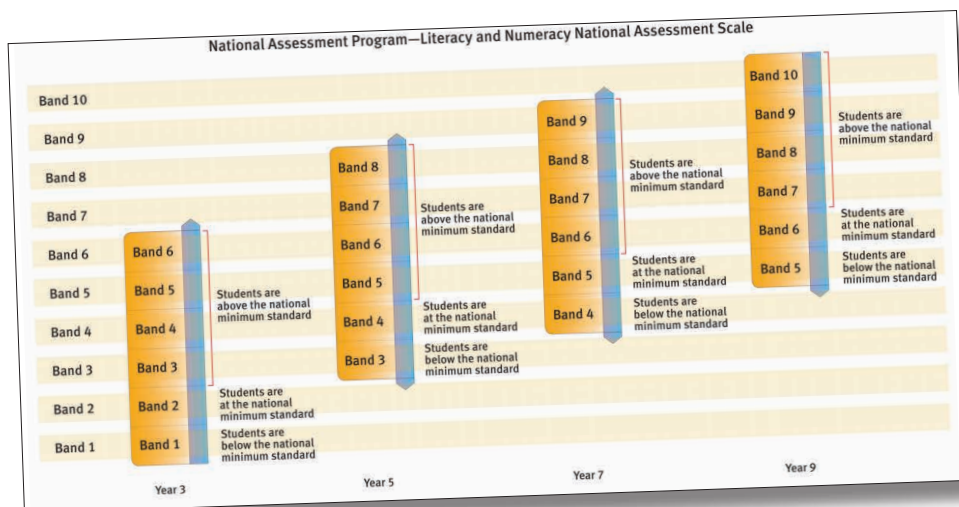
National Assessment Program—Literacy and Numeracy National Assessment Scale

number of characteristics such as sex, language background other than English, location and indigenous status. The report indicated that performance largely remained steady across year levels and domains.

NAPLAN test integrity

In December 2012, ACARA published the third annual report on test incidents (that is, breaches of the *National Protocols for Test Administration*) for the 2012 NAPLAN tests on the ACARA website. Reports of improper conduct remain rare in the context of all the students and schools participating in NAPLAN across the country.

This report reinforces the fact that teachers and schools work hard to ensure the integrity of NAPLAN tests. This is demonstrated by both the very small number of incidents across the entire country, as well as by the increasing numbers of schools reporting their own inadvertent breaches.

The report also showed a reduction in the already small number of substantiated claims of schools acting with intent to gain advantage compared to both 2010 and 2011. There continues to be an increase in self-reporting of test incidents by schools, highlighting a greater awareness of the test protocols and an understanding of the processes for reporting irregularities. Incidents were generally of limited impact and of an administrative nature, such as accidental handling or inappropriate storage of tests.

ACARA worked with stakeholders during 2012 to bring greater consistency to the presentation of the test incidents report and develop a broader understanding with them of the nature of test incidents.

NAPLAN 2013 administration

ACARA coordinated the delivery of over one million NAPLAN tests to students between 14 and 16 May 2013, in collaboration with test administration authorities in each state and territory. These tests were administered in accordance with the agreed framework of ACARA's *National Protocols for Test Administration*.

The protocols were developed in consultation with test administration authorities and establish both the standards and quality controls necessary for the efficient and equitable administration of the tests. These protocols also address such areas as test material 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 Assessments

NAP – ICT Literacy 2011

The public report of the 2011 NAP – ICT literacy test was released in late 2012. The report can be found on the NAP website.

The report shows an increase in ICT literacy for Year 6 students since the first ICT literacy sample test in 2005. Results for Year 10 students have remained stable between 2005 and 2011. Students showed a high level of interest and enjoyment in using computers and the report also notes an increase in students' confidence in using ICT between Year 6 and 10.

These results show that students are well prepared to deal with the daily use of ICT in contemporary society. There remain, however, some differences in performance that are associated with socioeconomic background, geographic location and Indigenous status.

NAP – Science literacy 2012

In October 2012, approximately 13,000 students in 600 schools sat the NAP – Science Literacy Sample Assessment.

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

The report on the 2012 NAP – Science Literacy assessment is due to be released later in 2013.

NAP – Civics and Citizenship 2013

In October and November 2013, a sample of students will participate in the main study for the NAP – Civics and Citizenship Sample Assessment. This sample assessment will be delivered online for the first time.

In 2012, a pilot research study was done to investigate how the performance of test items is affected by the mode in which the test is delivered, that is, whether items perform differently in paper-based and computer-based tests. Students' reactions to taking tests online were also observed.

The psychometric analyses found that most items were not impacted by the change of mode from paper to computer. Qualitative observations revealed that students generally engaged well with the new mode of delivery.

An online field trial for the NAP – Civics and Citizenship Assessment was conducted in March 2013. The data collected from the trial are being used to inform planning and preparation for the main study. While most schools were able to conduct the online test successfully, the main study sample is significantly bigger, encompassing schools from all states and territories.

NAP – ICT literacy 2014

Work has begun on the test development process for the 2014 NAP – ICT Literacy tests.

Future directions

ACARA constantly reviews its testing program to ensure that it is of the highest standard with regard to quality, accessibility, test content and structure.

Investigation report for online delivery of the NAP

At ministerial direction, ACARA has been continuing research into the feasibility of delivering the NAP online. Initial findings have been promising and work continues on finding solutions to potential technical issues.

Written advice was provided to SCSEEC in December 2012 on the benefits, issues, options and costs of online delivery of NAPLAN. As a result, ministers agreed that there was a strong rationale for online delivery of NAPLAN tests and that NAPLAN should transition from paper-based to online delivery at an agreed point in the future.

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, and the time it takes to provide 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 a need to align the NAP with practice in schools, as students increasingly work on keyboards and in an online, digital environment. Also, there is considerable community and stakeholder support behind the move to online delivery of NAP.

As well as the pilot research study on mode effect (that is, whether online delivery impacts the way students respond to questions compared to the same questions presented in a paper test) done for the NAP – Civics and Citizenship Sample Assessments, research into changes that might be made to NAPLAN writing tests following the move to online delivery has been ongoing. This research has included findings on the relationship between narrative and persuasive writing from the 2012 online trial of writing conducted during the pilot research study.

Alignment of assessments with 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).

Draft assessment frameworks aligning NAP with the Australian Curriculum are being reviewed. ACARA will continue to work with states and territories to progress this project and expects that the finalised assessment frameworks will be delivered at the same time as the proposed move to online delivery in 2016.

Future directions of NAP Sample Assessments

SCSEEC has accepted ACARA's advice to continue on the current cycle of NAP Sample Assessments until 2015. ACARA will review and develop options for NAP Sample Assessments from 2016 onwards.

National assessments at a glance: 2012–13

- Around five million NAPLAN test books printed
- Over one million students in Year 3, 5, 7 and 9 participated in NAPLAN tests
- Over thirteen thousand students in 600 schools participated in the science literacy test
- 1,782 NAPLAN test markers
- Nine NAPLAN marking centres across Australia

Overview

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

Achievements

My School 2013

The fourth version of *My School* was launched on 13 March 2013. This was mainly a consolidation year with limited changes. The updated site provides:

- an extra year of information for each school, with five years of performance and contextual data and three years of finance data now available

- new depiction of existing capital expenditure

- new depiction of vocational education and training in schools (VETiS) outcomes

- improved accessibility for people with disability.

National Report on Schooling in Australia

ACARA is responsible for compiling the annual *National Report on Schooling in Australia* on behalf of SCSEEC. Reports are prepared in consultation with jurisdictions and school sectors via the National Report on Schooling Working Group. The report provides a range of statistical and other information on schooling in Australia but its key focus is to report on progress towards the *Melbourne Declaration on Educational Goals for Young Australians*. The report addresses key strategies and agreed initiatives for schooling and details the nationally agreed key performance measures (KPMs) defined in the Measurement Framework for Schooling in Australia.

The majority of the *National Report on Schooling in Australia 2010* was published on the ACARA website in July 2012, following approval by ministers. Two extra sections were published to the website in May 2013, after approval. During 2012–13, the *National Report on Schooling in Australia 2011*, the third annual report on schooling to be produced by ACARA, was prepared and is due to be published early in the second half of 2013.

Measurement Framework for Schooling in Australia

The Measurement Framework for Schooling in Australia defines the national KPMs for schooling, specifies the data sources for the KPMs and outlines the reporting cycle for the following period.

ACARA is responsible for revisions to the framework, in consultation with jurisdictions and sectors. The authority maintains the framework on behalf of SCSEEC.

In 2012, ACARA undertook a periodic review of the framework, in collaboration with its Measurement Framework for Schooling Working Group, which includes representatives of jurisdictions, school sectors and other government agencies. This effort took into account the 2012 review of the COAG National Education Agreement.

The revised framework, the *Measurement Framework for Schooling in Australia 2012*, was approved by ministers in December 2012 and published on the ACARA website in February 2013.

NAPLAN summary and national reports for 2012

ACARA is responsible for the publication of the NAPLAN summary (preliminary) report and NAPLAN national report. As the name suggests, the summary report provides preliminary information only, and is published annually in September. In 2012, this report was published as scheduled on 14 September.

The NAPLAN national report includes more comprehensive information on student performance than the summary report (which it supersedes) including a breakdown of results based on a number of characteristics such as sex, language background other than English, geo-location and indigenous status. It also contains information on the gain made by participating year-level groups since the last time they were assessed: for example, the gain between Year 3 students overall in 2010 and Year 5 students overall in 2012. The *2012 NAPLAN National Report* was published as planned on 18 December 2012.

Data from the *2012 NAPLAN National Report* were also published on the NAP website in a searchable format in December 2012, adding to the growing repository of information on the literacy and numeracy performance of Australian students now readily available to the public to inform national conversations about school education.

National school opinion survey pilot

Following a pilot school opinion survey in late 2011, ACARA provided advice to ministers in December 2012 about the feasibility of rolling out a standard survey instrument at the national level. Ministers approved the use of the agreed student and parent items. The items are either to be integrated into existing school, system and jurisdiction collection methods, or to be delivered via the ACARA survey tool from 2013.

Ministers also decided that schools, systems and jurisdictions would decide the frequency of the survey but that, as a minimum, the survey would be conducted every two years. Ministers further directed that the survey sample size should be determined by jurisdictions, systems or schools, taking into account guidelines provided by ACARA.

Ministers committed to the publication of the school opinion survey results through school annual reports with links to the *My School* website, and undertook to give further consideration to broader publication.

National Standards for Student Attendance Data Reporting

To enable nationally comparable reporting, ACARA finalised the *National Standards for Student Attendance Data Reporting* in late 2012, in collaboration with jurisdictions and sectors. These standards will apply from 2014 onwards for all jurisdictions and sectors, for reporting cycles beginning in 2015.

This work is important because student attendance rates are specified as a performance indicator within the COAG National Education Agreement and as a KPM in the *Measurement Framework for Schooling in Australia*. However, due to differences in definitions and counting rules across jurisdictions and sectors, no comparisons can be made, nor can data be aggregated nationally. Implementation of the newly agreed national standards will enable consistent reporting for the first time.

Future directions

ACARA will continue to compile the *National Report on Schooling in Australia*. In the coming year, the authority will undertake work on the reports for 2012 and 2013.

ACARA convened its National School Opinion Survey Working Group to help develop business requirements for a survey response data collection tool. Schools and schooling systems will be able to use this tool to collect school opinion data from parents/caregivers, students and staff. The data collection tool – School Survey – will provide all schools and schooling systems in Australia with a way to collect information about their communities' perceptions. 'School Survey' was trialled in May 2013 (with 86 primary and secondary schools from all education sectors) and the tool will be available to all schools across the country from August 2013.

In preparation for future updates to the *My School* website, ACARA will continue to collaborate with stakeholders to explore whether schooling outcomes and indicators can be reported in an even more nationally consistent way. This effort will include consideration of extra information in the following areas: student attendance, senior secondary outcomes, post-school destinations, students with disability, and English language proficiency data for EAL/D students.

For example, to improve nationally consistent reporting of senior secondary outcome indicators, ACARA established a Senior Secondary Outcomes Working Group in March 2013. Members include jurisdictional and sectoral representatives, along with representatives from curriculum, assessment and certification authorities (CACAs) and relevant Australian Government agencies. This group will advise on possible new national definitions and measures of senior secondary outcomes using administrative data. Work will continue through 2013–14.

My School 2013 at a glance

Visits: 534,524   Unique visitors: 297,723   Period: 13/3–30/6/2013

ACARA | Australian Curriculum | NAP | *My School*

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My School®

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Local schools

State School, Sydney, NSW

School finances

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📷 School finances overview video

| 2008 | 2009 | 2010 | 2011 | 2012 |

Full-time equivalent enrolments relating to recurrent income and capital expenditure: **847**

Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. School finances will include Total Capital Expenditure 2009-2011 where the school has capital expenditure data for all three years. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the financial limitations. Further information is also available about financial reporting for non-government multi-campus schools.

Net recurrent income 2011	$ Total	$ Per student
🟧 Australian Government recurrent funding	1,312,575	1,550
🟦 State/Territory Government recurrent funding	7,135,555	8,425
🟩 Fees, charges and parent contributions	671,352	793
🟥 Other private sources	55,997	66
Total gross income		
(excluding income from government capital grants)	9,175,478	10,833
Less Deductions	153,180	181
Total net recurrent income	9,022,298	10,652

Capital expenditure 2011	$ Total	$ Total 2009-2011
🟧 Australian Government capital expenditure	5,027	831,627
🟦 State/Territory Government capital expenditure	171,878	2,071,949
🟨 New school loans	0	0
🟪 Income allocated to current capital projects	153,180	176,638
🟥 Other	0	0
Total capital expenditure	330,085	3,080,214

Total gross income 2011

78 %   7 %   <1%   14 %

(excluding income from government capital grants)

Total capital expenditure 2011

46 %   2 %   52 %

Total capital expenditure 2009-2011

67 %   6 %   27 %

Percentages are rounded and may not add to 100%.

Further information

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

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VET in schools

Secondary school students are able to undertake Vocational Education and Training (VET) courses as part of their school program. Secondary students can also take VET courses in addition to their school studies.

The information below displays the number of VET course enrolments or qualifications completed by industry area and by qualification level for students at this school.

> The data provided in this section show the level and range of VET activity at an individual school. Care should be taken when comparing these data across schools, as schools often differ in the mix of courses and programs they provide to meet students' and local industry needs. Australia's states and territories may have additional caveats relating to the data on this website.

| 2008 | 2009 | 2010 | **2011** | 2012 |

VET activity [Enrolments ▾] [Submit]

Industry area [+] Expand all [–] Collapse all	Qualification level					
	Total –	Certificate IV	Certificate III	Certificate II	Certificate I	Other [1]
– Information Technology						
Information Systems	8		8			
– Engineering and Related Technologies						
Electrical and Electronic Engineering and Technology	1			1		
– Architecture and Building						
Building	4			4		
– Health						
Veterinary Studies	1			1		
– Management and Commerce						
Accounting	9					9
Sales and Marketing	4		1	3		
Office Studies	4			3	1	
– Society and Culture						
Human Welfare Studies and Services	3		1	2		
– Creative Arts						
Visual Arts and Crafts	1		1			
– Food, Hospitality and Personal Services						
Food and Hospitality	21			5	16	
Total	56		11	19	17	9

Caveats for VET in schools

[1] *'Other' includes education not elsewhere classified, statements of attainment not identifiable by level, bridging and enabling courses, as well as other courses that do not lead to a qualification under the Australian Qualifications Framework (AQF).*

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Annual Report 2012–2013

Management and Accountability

Overview

ACARA maintains a strong commitment to transparent and ethical corporate governance.

One responsibility 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 record of all disclosures is maintained by ACARA.

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.

ACARA's governance and advisory structure allows for input and advice from key stakeholder groups and experts. This advice helps:

- the Executive in making recommendations to the ACARA Board and to the Standing Council

- ACARA in achieving the objectives and outcomes set out in its charter in a collaborative way.

Curriculum Committee

The ACARA Board strengthened its governance structure with the establishment of the Curriculum Committee at its meeting of 7 February 2013, in accordance with section 35 of the ACARA Act. The committee is chaired by Professor Barry McGaw, AO, PhD, and comprises eight members. It was set up to make decisions and provide advice to the Board on matters relating to the development of the Australian Curriculum.

Insurance and indemnities

During 2012–2013, 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 five 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.

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 aims 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

- promote risk awareness and attention to the ongoing review, treatment, monitoring and reporting of risks throughout the organisation.

The structure of ACARA's documents and the corresponding implementation process – including terminology, assessment and evaluation criteria – are based on the Australian Standard *Risk management – Principles and guidelines* (AS/NZS ISO 31000:2009).

Fraud control

ACARA's fraud control plan and policy was revised in 2012–13 in accordance with the *Commonwealth Fraud Control Guidelines 2011*, issued by the Attorney-General's Department. The relevant standards are *Risk management – Principles and guidelines* (AS/NZS ISO 31000:2009) and Australian Standard *Fraud and corruption control* (AS 8001–2008). 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 and to outline responsibilities for fraud control.

ACARA's financial accountability and reporting responsibilities are set out in the 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 within its annual budget for 2012–13 and reported a small operating surplus of $384,161.

The percentage breakdown of expenditure for 2012–13 across the four business units was as follows: curriculum including NTC (30.1%), assessment and reporting including NASOP (41.3%), Office of the CEO including the ACARA Board (7.4%), and, Corporate Services (21.2%). This expenditure enabled delivery of a range of achievements during 2012–13, including finalisation of the senior secondary Australian Curriculum for English, mathematics, science and history, and Foundation to Year 10 Australian Curriculum for geography, as well as publication of the *Shape of the Australian Curriculum v4.0*, successful conduct of NAPLAN 2013 testing, release of the 2012 NAPLAN summary and national reports, and the launch of *My School* 2013. ACARA also undertook substantial research and consultation – supported by funding from the Department of Education, Employment and Workplace Relations (DEEWR) – to pave the way to bring the NAP online. 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.

In May 2013, ACARA entered into an agreement with DEEWR to undertake work on senior secondary curriculum for the National Trade Cadetships (NTC) initiative ($5.3M for the period 2012–13 to 2015–16). This extends work done by ACARA in 2012–13 on Year 9 and 10 Work Studies curriculum, which was also funded by DEEWR. In total, DEEWR provided ACARA with $8.2M (2012–13) for the initiative and national assessment and surveys online work, in addition to core funding provided by the Commonwealth, states and territories.

ACARA's recruitment activities in 2010–11 and 2011–12 meant it was well placed to meet its staffing requirements in 2012–13, with staff comprising seconded personnel from state and territory education agencies as well as direct hire employees and temporary/agency staff. Due to the number of key personnel seconded from other agencies in addition to projects such as National Assessment and Surveys Online Program (NASOP) and the NTC initiative coming on stream, 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 Federal Minister for Education of 'significant events' as defined in the Act. ACARA experienced no events reportable under these provisions in 2012–13.

3.4 Stakeholder management

Overview

By its very nature, ACARA's work depends on the goodwill of its partners and stakeholders in the education community. ACARA works diligently to inform and consult with these groups as it fulfils the agenda set for it by education ministers. This means ensuring that on a regular basis ACARA engages state and territory school and curriculum authorities; principal and teacher professional associations and unions; parents and citizens groups; industry groups; and special interest groups such as those representing students with disability, remote and isolated students, and defence force families.

In 2012–13, ACARA continued its engagement program using various channels to communicate with parents, principals, teachers, students and the broader community about the work of the authority. This engagement took a number of forms, from face-to-face meetings with stakeholder groups (as part of regular consultation processes that support development of the Australian Curriculum) to promoting our work through trade and consumer media.

ACARA continued to send its regular e-newsletter, *ACARA Update*, to nearly thirty thousand subscribers who are mainly part of the education community or are members of the public interested in the work of the authority.

During 2012–13, ACARA's four websites remained important channels through which to engage the community:

- ACARA's main site
  (www.acara.edu.au)

- The Australian Curriculum
  (www.australiancurriculum.edu.au)

- National Assessment Program
  (www.nap.edu.au)

- *My School*
  (www.myschool.edu.au).

Future directions

ACARA is committed to renewing and improving its communications and stakeholder engagement practices in the coming year. In 2012–13, ACARA commissioned a review of its communications activities and as a result will seek to raise the level of engagement with stakeholders and increase the variety of channels through which this engagement is made. This will include regular vodcasts from the ACARA's CEO and an improved, more reader-friendly *ACARA Update*.

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 leaders in their fields, and bring to their roles important local and international experience. They have been recruited or seconded from positions within state and territory education departments, curriculum authorities, the non-government school sector, federal and state government agencies, and the private sector. This diversity ensures ACARA's workforce reflects the complexity and dynamism of Australia's education community.

Highlights

In 2012–13, ACARA continued to focus on building 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:

- implementation of a project management/timekeeping system to support enterprise agreement objectives

- rollout of a performance and recognition program

- commencement of an ACARA values project

- implementation of an on-boarding program for new staff.

Organisational structure

ACARA is made up of four business units: Assessment and Reporting, Curriculum, the Office of the Chief Executive Officer and Corporate Services.

Staff profile

As at 30 June 2013, ACARA's workforce comprised 128 staff, including direct hires and temporary hires,

as well as three 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: Mr Robert Randall (appointed November 2012)

- General Manager, Assessment and Reporting: Mr Peter Adams

- General Manager, Curriculum: Dr Phil Lambert (appointed April 2013)

- Chief Operating Officer: Ms Deborrah Lambourne.

Chief Executive Officer: Mr Robert Randall

Robert Randall was appointed as Chief Executive Officer in November 2012. He has worked at ACARA since 2009 and was previously Acting CEO, Deputy CEO and General Manager, Curriculum. He also held the position of General Manager of the INCB, the body which preceded ACARA.

General Manager, Assessment and Reporting: Mr Peter Adams

Peter Adams is General Manager, Assessment and Reporting at ACARA and has held general manager roles for Assessment, and Assessment

and Reporting, since May 2010. Peter was project director for the introduction in 2008 of NAPLAN. He then managed the 2009 NAPLAN and the NAPLAN equating study conducted in New Zealand and Australia.

General Manager, Curriculum: Dr Phil Lambert

Phil Lambert was appointed General Manager, Curriculum in April 2013. He was previously Regional Director (Sydney Region) with the NSW Department of Education and Communities. Phil has extensive experience in education as a principal, inspector, policy director, assistant director-general and regional director. During his years with the NSW Department, Phil oversaw a number of major policy initiatives in early childhood, primary education, rural education and Aboriginal education.

Chief Operating Officer: Ms Deborrah Lambourne

Deborrah Lambourne has held the role of Chief Operating Officer since May 2012, after joining ACARA in September 2010 as General Manager, Corporate Services. Deborrah is a senior executive with experience as chief operations officer, chief financial officer, and prior to joining ACARA, had been Director Financial Strategy and Planning and General Manager Project Management Office at the University of Sydney.

Annual Report 2012–2013

Financial Performance

acara

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Statement by the Directors, Chief Executive Officer and Chief Operating Officer

In our opinion, the attached financial statements for the year ended 30 June 2013 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 it 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 2013, premised on the following:

1. ACARA has approved funding of $79M for the three remaining years of the 2012/13 to 2015/16 quadrennial period; 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.

Professor Barry McGaw, Chair
Dated this 30th day of August 2013

Mr Anthony Mackay, Deputy Chair
Dated this 30th day of August 2013

Mr Robert Randall, Chief Executive Officer
Dated this 30th day of August 2013

Ms Deborrah Lambourne, Chief Operating Officer
Dated this 30th day of August 2013

Australian National Audit Office

INDEPENDENT AUDITOR'S REPORT

To the Minister for Education

I have audited the accompanying financial statements of the Australian Curriculum, Assessment and Reporting Authority for the year ended 30 June 2013, which comprise: a Statement by the Directors, Chief Executive and Chief Operating Officer; the Statement of Comprehensive Income; Balance Sheet; Statement of Changes in Equity; Cash Flow Statement; Schedule of Commitments; and Notes comprising a Summary of Significant Accounting Policies and other explanatory information.

Directors's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

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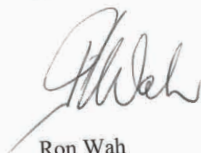
Independence

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 2013 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 2013

Statement of Comprehensive Income
for the Year Ended 30 June 2013

	Note	2013 $'000	2012 $'000
Expenses			
Employee benefits	3(a)	13,914	9,752
Supplier expenses	3(b)	24,602	19,025
Depreciation and amortisation	3(c)	862	913
Total expenses		39,378	29,690
Less:			
Own Source Income			
Revenue			
Revenue from jurisdictions	4(a)	15,450	13,276
Interest	4(c)	281	323
Other revenue	4(d)	215	276
Total own source revenue		15,946	13,875
Net cost of (contribution by) services		(23,432)	(15,815)
Revenue from government	4(b)	23,816	13,137
Surplus/(Deficit) attributable to the Australian Government		384	(2,678)
Other comprehensive income		-	-
Total comprehensive income / (deficit) attributable to the Australian Government		384	(2,678)

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

Balance Sheet as at 30 June 2013

	Note	2013 $'000	2012 $'000
Assets			
Financial assets			
Cash and cash equivalents	5(a)	9,638	4,394
Trade and other receivables	5(b)	1,833	15,337
Total financial assets		11,471	19,731
Non-financial assets			
Land and buildings	6(a)	1,643	2,175
Property, plant and equipment	6(b.c)	288	289
Intangibles	6(d.e)	59	199
Other non-financial assets	6(f)	235	66
Total non-financial assets		2,225	2,729
Total assets		13,696	22,460
Liabilities			
Payables			
Suppliers	7(a)	6,762	2,174
Grants in advance (deferred revenue)	7(b)	1,425	15,540
Other payables	7(c)	1,703	2,074
Total payables		9,890	19,788
Provisions			
Employee provisions	8	1,570	819
Total provisions		1,570	819
Total liabilities		11,460	20,607
Net assets		2,236	1,853
Equity			
Retained surplus (accumulated deficit)		2,236	1,853
Total equity		2,236	1,853

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

Statement of Changes in Equity
for the Year Ended 30 June 2013

	Retained Earnings 2013 $'000	Retained Earnings 2012 $'000	Total Equity 2013 $'000	Total Equity 2012 $'000
Opening Balance				
Balance carried forward from previous period	1,853	4,531	1,853	4,531
Adjusted opening balance	1,853	4,531	1,853	4,531
Comprehensive Income				
Surplus / (deficit) for the period	384	(2,678)	384	(2,678)
Total comprehensive income	384	1,853	384	1,853
Closing balance as at 30 June	2,237	1,853	2,237	1,853

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

Cash Flow Statement
for the Year Ended 30 June 2013

	Note	2013 $'000	2012 $'000
Operating Activities			
Cash received			
Receipts from jurisdictions		39,179	24,447
Interest		281	323
Other cash received		115	276
Total cash received		39,575	27,345
Cash used			
Employees		(16,075)	(14,047)
Suppliers		(17,649)	(16,093)
GST paid		(417)	(1,929)
Total cash used		(34,141)	(32,069)
Net cash from operating activities	9(b)	5,434	(4,724)
Investing Activities			
Cash received			
Investments		-	-
Total cash received		-	-
Cash used			
Purchase of property, plant and equipment		(190)	(186)
Total cash used		(190)	(186)
Net cash by investing activities		(190)	(186)
Financing Activities			
Net cash used by financing activities		-	-
Net increase in cash held		5,244	(4,910)
Cash and cash equivalents at the beginning of the reporting period		4,394	9,304
Cash and cash equivalents at the end of the reporting period	5(a)	9,638	4,394

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

Schedule of Commitments
as at 30 June 2012

	2013 $'000	2012 $'000
By Type		
Commitments receivable		
Net GST recoverable on commitments	(1,007)	(772)
Total commitments receivable	(1,007)	(772)
Commitments payable		
Other commitments		
Operating leases[1]	4,243	5,385
Project commitments	6,839	3,102
Total commitments payable	11,082	8,487
Net commitments by type	10,075	7,715
By Maturity		
Commitments receivable		
Other commitments receivable		
One year or less	(717)	(397)
From one to five years	(290)	(375)
Total other commitments receivable	(1,007)	(772)
Total commitments receivable	(1,007)	(772)
Commitments payable		
Operating lease commitments		
One year or less	1,369	1,290
From one year to five years	2,874	4,095
Total operating leases commitments[1]	4,243	5,385
Project commitments[2]		
One year or less	6,521	3,082
From one year to five years	318	20
Total project commitments	6,839	3,102
Total commitments payable	11,082	8,487
Net Commitments by maturity	10,075	7,715

[1] Operating leases represent the accommodation at 255 Pitt St, Sydney to July 2016.

[2] 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

1. Summary of Significant Accounting Policies

1.1 Objectives of the Entity

The entity is an Australian Government controlled entity. It is a not-for-profit entity. The objective of the entity is to improve the quality and consistency of school education in Australia through national curriculum, national assessment, data collection and performance reporting system.

The continued existence of the entity in its present form and current programs is dependent on Standing Council on Education and Early Childhood policy and on continuing funding by Commonwealth, State and Territory governments.

1.2 Basis of Preparation of the Financial Report

The financial statements and notes are general purpose financial statements required by clause 1(b) of 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 alterative 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.

1.3 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.

1.4 New Australian 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.

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 2014	Expected to have no significant impact.
AASB 2011-9 Amendments to Australian Accounting Standards – Presentation of Items of Other Comprehensive Income	1 July 2013	Expected to have no significant impact.
AASB 13 Fair Value Measurement	1 July 2014	Expected to have no significant impact.
AASB 9 Financial Instruments	1 July 2016	Expected to have no significant impact.
AASB 1053 Application of Tiers of Australian Accounting Standards	1 July 2013	Expected to have to have no significant impact.
AASB 119 Employee Benefits	1 July 2014	Expected to have to have no significant impact.
AASB 2010-7 Amendments to Australian Accounting Standards arising from AASB 9 (December 2010)	1 July 2016	Expected to have to have no significant impact.
AASB 2011-8 Amendments to Australian Accounting Standards arising from AASB 13	1 July 2014	Expected to have to have no significant impact.
AASB 2011-10 Amendments to Australian Accounting Standards arising from AASB 119 (September 2011)	1 July 2014	Expected to have to have no significant impact.

Future Australian accounting standard requirements

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

1.5 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) – now the Standing Council on School Education & Early Childhood (SCSEEC).

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 2013 the amount recognised was $1,425,350 (2012: $15,540,000) this consisted of 2013/14 annual contributions from jurisdictions and the Commonwealth.

Interest revenue

Interest revenue is recognised using the effective interest rate method as set out in AASB 139 *Financial Instruments: Recognition and Measurement*.

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.

1.6 Infrastructure, plant and equipment
Asset recognition threshold

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.

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.

	2013	2012
Furniture & fittings	6.75 years	6.75 years
Leasehold improvements	6.75 years	6.75 years
Equipment	3 years	3 years

Impairment

All assets were assessed for impairment at 30 June 2013. Where indications of impairment exist, the asset's recoverable amount is estimated and an impairment adjustment made if the asset's recoverable amount is less than its carrying value.

The recoverable amount of an asset is the higher of its fair value less costs to sell and its value in use. Value in use is the present value of the future cash flows expected to be derived from the asset. Where the future economic benefit of an asset is not primarily dependent on the asset's ability to generate future cash flows, and the asset would be replaced if the entity were deprived of the asset, its value in use is taken to be its depreciated replacement cost.

1.7 Intangibles

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

Software is amortised on a 20% 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 2013.

1.8 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 end of reporting period 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.

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 9.25% 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.

1.9 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.

1.10 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.

1.11 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 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.

1.12 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 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).

1.13 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.

1.14 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.

1.15 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.

1.16 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.

3. Expenses

	2013 $'000	2012 $'000
3(a): Employee benefits		
Salaries and wages	11,356	7,990
Superannuation – defined contribution plans	1,072	771
Leave and other entitlements	1,486	917
Separations and redundancies	-	74
Total employee benefits	13,914	9,752
3(b): Suppliers		
Goods and services		
Secondments and casual staff	2,723	4,059
Item development and testing	7,113	5,705
Advertising	-	1
Website development and maintenance	1,332	959
Travel and accommodation – consultants and stakeholders	906	884
Consultants – curriculum development	2,284	1,991
Other operational expenditure	9,496	4,615
	23,854	18,214
Goods and services are made up of		
Provision of goods - related entities		-
Provision of goods - external parties	583	500
Rendering of services – related entities	5,136	5,723
Rendering of services – external parties	18,135	11,991
Total goods and services	23,854	18,214
Other supplier expenses		
Operating lease payments - external parties	595	649
Minimum lease payments	153	162
Workers compensation expense	748	811
Total supplier expenses	24,602	19,025
3(c): Depreciation and amortisation		
Property, plant and equipment	714	726
Intangibles	148	187
Total depreciation and Amortization	862	913

4. Income

	2013 $'000	2012 $'000
Own Source		
4(a): Revenue from Jurisdictions		
State and Territory Governments	15,450	13,276
Total revenue from jurisdictions	15,450	13,276
Government		
4(b): Revenues from Government		
Australian Government - Department of Education, Employment and Workplace Relations	23,816	13,137
Total Revenue from Government	23,816	13,137
4(c): Interest		
Deposits	281	323
Total interest	281	323
4(d): Other Revenue		
Resources received free of charge - services	215	276
Total other	215	276

5. Financial Assets

	2013 $'000	2012 $'000
5(a): Cash and cash equivalents		
Cash on hand or on deposit	9,638	4,394
Total cash and cash equivalents	9,638	4,394
5(b): Trade and other receivables		
Goods and Services:		
Goods and services – related entities	1,612	15,030
Total trade and other receivables	1,612	15,030
Other receivables:		
GST receivable from the ATO	221	307
Total Trade and Other Receivables	1,833	15,337
Receivables are expected to be recovered in:		
Not more than 12 months	1,833	15,337
Greater than 12 months	-	-
Total trade and other receivables	1,833	15,337
Receivables are aged as follows:		
Not overdue	1,823	15,337
Overdue by:		
Less than 30 days	-	-
30 to 60 days	-	-
60 to 90 days	-	-
More than 90 days	10	-
Total receivables	1,833	15,337

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.

6. Non-Financial Assets

	2013 $'000	2012 $'000
6(a): Land and Buildings		
Leasehold Improvements:		
Fair value	3,554	3,554
Accumulated depreciation	(1,911)	(1,379)
Total leasehold improvements	1,643	2,175
Total land and buildings	1,643	2,175
6(b): Property, Plant and Equipment		
Property plant and equipment at fair value	854	673
Accumulated depreciation	(566)	(384)
Total property, plant and equipment	288	289
Total Property, Plant and Equipment	1,931	2464

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

6(c): Reconciliation of Opening and Closing Balances Property, Plant and Equipment 2013

	Leasehold improvements $'000	Plant and equipment $'000	Total $'000
As at 1 July 2012	2,175	289	2,464
Additions- by purchase	-	181	181
Depreciation / amortisation expense	(532)	(182)	(714)
Net book value at 30 June 2013	1,643	288	1,931

Reconciliation of Opening and Closing Balances Property, Plant and Equipment 2012

	Leasehold improvements $'000	Plant and equipment $'000	Total $'000
As at 1 July 2011	2,709	355	3,064
Additions – by purchase	-	132	132
Disposals	-	(6)	(6)
Depreciation / amortisation expense	(534)	(192)	(726)
Net book value at 30 June 2012	2,175	289	2,464

6 (d): Intangibles

	2013 $'000	2012 $'000
Computer software		
Software at cost	599	591
Accumulated amortisation	(540)	(392)
Total computer software	59	199
Total Intangibles	59	199

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

6 (e): Reconciliation of Opening and Closing Balances Intangibles (software)

	2013 $'000	2012 $'000
As at 1 July	199	327
Additions –external purchases	8	62
Disposals	-	(3)
Amortisation expense	(148)	(187)
Net book value at 30 June	59	199

6 (f): Other Non-Financial Assets

	2013 $'000	2012 $'000
Prepayments – no more than 12 months	235	66
Total prepayments	235	66

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

7. Payables

	2013 $'000	2012 $'000
7(a): Suppliers		
Trade creditors	6,762	2,174
Operating lease rentals	-	-
Total supplier payments	6,762	2,174
Supplier payables – expected to be settled within 12 months:		
Related entities	4,320	819
Unrelated entities	2,124	1,355
Total	6,444	2,174
Suppliers payables expected to be settled in greater than 12 months:		
Related entities	57	20
Unrelated entities	261	132
Total	318	152
Settlement was usually made net 30 days		
7(b): Grants in advance		
State grant 2013/14 contribution	1,425	15,450
Commonwealth project funds	-	90
Total grants in advance	1,425	15,540
7(c): Other payables		
Salaries and wages	285	299
Superannuation	25	16
Rent subsidy – 255 Pitt St Sydney	1,393	1,759
Total other payables	1,703	2,074
Total other payables are expected to be settled in:		
Not more than 12 months	688	693
More than 12 months	1,015	1,381
Total other payables	1,703	2,074

8. Provisions

	2013 $'000	2012 $'000
Employee provisions		
Leave	1,570	819
Total employee provisions	1,570	819
Employee provisions are represented by		
Not more than 12 months	933	549
More than 12 months	637	270
Total employee provisions	1,570	819

9. Cash Flow Reconciliation

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

	2013 $'000	2012 $'000
(a) Cash and cash equivalents as per:		
Cash flow statement	9,638	4,394
Balance sheet	9,638	4,394
Difference	-	-
(b) Reconciliation of net cost of services to net cash from operating activities:		
Net cost of services	(39,378)	(29,690)
Add revenue from government	39,762	27,012
Operating result	384	(2,678)
Adjustments for non-cash items		
Depreciation / amortisation	862	913
Leasehold incentive		
Changes in assets and liabilities:		
(Increase) / Decrease in net receivables	13,504	(14,387)
(Increase) / Decrease in other non-financial assets	(169)	(12)
Increase / (Decrease) in suppliers payables	4,588	(1,718)
Increase / (Decrease) in grants in advance	(14,115)	12,968
Increase / (Decrease) in other payables	(371)	(162)
Increase / (Decrease) in employee provisions	751	352
Net cash from / (used by) operating activities	5,434	(4,724)

10. Contingent Assets and Liabilities

There are no contingent assets or liabilities at 30/06/2013.

11. Directors' Remuneration

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

	2013	2012
$Nil - $29,999	13	14
$30,000 - $59,999	1	-
$60,000 - $89,000	-	1
$90,000 - $119,999	1	1
Total	15	16
Total remuneration received or due and receivable by directors of ACARA	$189,504	$212,137

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

12. Related Party Disclosures

The following persons were Directors of ACARA during the year:

Professor Barry McGaw, Mr Anthony Mackay, Mr Tom Alegounarias, Dr Brian Croke, Ms Lesley Englert, Mr John Firth, Mr Angus James, Ms Dianne Kerr, Mr Garry Le Duff, 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.

	2013 $	2012 $
Transactions with directors or director related entities	5,136,365	5,723,315

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

	2013 $	2012 $
Australian Council for Educational Research	3,798,855	4,363,737
Education Services Australia	601,499	360,443
Victorian Curriculum Assessment Authority	275,377	385,207
SA Dept. of Education and Child Development	563	81,380
University of Melbourne	56,090	45,623
Queensland Dept. of Education, Training and Employment	2,004	-
WA School Curriculum and Standards Authority	318,805	205,902
University of Western Australia	-	260,570
Department of Education Tasmania	42,452	7,047
Association of Independent Schools of South Australia	29,789	-
Northern Territory Dept. of Education and Children's Services	10,931	13,406
	5,136,365	5,723,315

13. Senior Executive Remuneration

13(a). Senior Executive Remuneration Expense for the Reporting Period

	2013 $	2012 $
Short-term employee benefits:		
Salary	898,784	1,146,196
Change in annual leave provisions	44,446	14,100
Allowances	-	-
Total short-term employee benefits	943,230	1,160,296
Post-employment benefits:		
Superannuation	76,517	99,368
Total post-employment benefits	76,517	99,368
Other long-term benefits:		
Long-service leave	31,357	23,014
Total other long-term benefits	31,357	23,014
Termination benefits	-	-
Total employment benefits	1,051,104	1,282,678

Notes

1. Note 13a was prepared on an accrual basis. There were no bonus payments during the year 2012-13.

2. Note 13a excludes acting arrangements and part-year service where remuneration expensed was less than $180,000.

13(b). Average Annual Reportable Remuneration Paid to Substantive Senior Executives During the Reporting Period

Average annual reportable remuneration[1]	2013					
	Substantive Senior Executives	Reportable Salary[2]	Contributed Superannuation[3]	Reportable allowances	Bonus Paid	Total Reportable Remuneration
	No.	$	$	$	$	$
Total remuneration (including part-time arrangements):						
less than $180,000	1	49,164	4,548	-	-	53,712
$210,000 to $239,999	1	215,919	23,520	-	-	239,439
$270,000 to $299,999	1	268,705	23,450	-	-	292,155
$380,000 to $399,999	1	364,996	25,000	-	-	389,996
Total	4	898,784	76,518	-	-	975,302

Average annual reportable remuneration[1]	2012					
	Substantive Senior Executives	Reportable Salary[2]	Contributed Superannuation[3]	Reportable allowances	Bonus Paid	Total Reportable Remuneration
	No.	$	$	$	$	$
Total remuneration (including part-time arrangements):						
less than $180,000	-	-	-	-	-	-
$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
Total	4	1,213,273	109,195	-	-	1,322,468

Notes

[1] This table reports substantive senior executives who received remuneration during the period. Each row is an averaged figure based on headcount for individuals in the band.

[2] `Reportable salary´ includes the following:

a) Gross payments

b) Reportable fringe benefits; and

b) Salary sacrificed benefits

[3] The `contributed superannuation´ amount is the average cost to the entity for the provision of superannuation benefits to substantive senior executives in that reportable remuneration band during the reporting period.

13c. Other Highly Paid Staff

Average annual reportable remuneration[1]	2013					
	Other Highly Paid Staff	Reportable Salary[2]	Contributed Superannuation	Reportable allowances	Bonus Paid	Total Reportable Remuneration
Total remuneration (including part-time arrangements):						
$180,000 to $209,999	5	180,089	16,559	-	-	196,656
Total	5	180,089	16,559	-	-	196,656

Average annual reportable remuneration[1]	2012					
	Other Highly Paid Staff	Reportable Salary[2]	Contributed Superannuation	Reportable allowances	Bonus Paid	Total Reportable Remuneration
Total remuneration (including part-time arrangements):						
$180,000 to $209,999	3	175,441	15,790	-	-	191,231
$210,000 to $239,999	1	197,897	17,811	-	-	215,708
Total	4	373,338	33,601	-	-	406,939

Notes

[1] This table reports staff:

a) who are employed by the entity during the reporting period;

b) whose reportable remuneration was $180,000 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.

[2] `Reportable salary´ include the following:

a) gross payments (less any bonuses paid, which are separated out and disclosed in the `bonuses paid´ column);

b) reportable fringe benefits (at the net amount prior to 'grossing up' for tax purposes);

c) salary sacrificed benefits

The 'contributed superannuation' amount is the average cost to entity for the provision of superannuation benefits to substantive senior executives in that reportable remuneration band during the reporting period.

`Reportable allowances´ are the average actual allowances paid as per the `total allowances´ line on individual's payment summaries.

14. Remuneration of Auditors

Financial statement audit services provided by the
Australian National Audit Office (ANAO)

	2013 $	2012 $
Fair value of the services provided		
Financial statement audit services	45,000	45,000

No other services were provided by the ANAO.

15. Financial Instruments

(a) Categories of financial instruments

		2013 $'000	2012 $'000
Financial Assets			
Loans and receivables			
Cash on hand or on deposit	5(a)	9.638	4,394
Trade and other receivables	5(b)	1,612	15,030
Total		11,250	19,424
Carrying amount of financial assets		11,250	19,424
Financial liabilities			
At amortised cost			
Trade creditors	10(a)	6,762	2,174
Total		6,762	2,174
Carrying amount of financial liabilities		6,762	2,174

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

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.

(b) Net income and expense from financial assets

		2013 $'000	2012 $'000
Loans and receivables			
Interest revenue from deposits	4(c)	281	323
Net gain from loans and receivables		281	323
Net gain from financial assets		281	323

(c) 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 $1,612,351 (2012: $15,029,532).

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:

The following table illustrates ACARA's exposure to credit risk, excluding any collateral or credit enhancements.

		2013 $'000	2012 $'000
Financial assets			
Trade and other receivables:			
Debtors	5(b)	1,612	15,030
Total		1,612	15,030

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 nor impaired 2013 $'000	Not past due nor impaired 2012 $'000	Past due or impaired 2013 $'000	Past due or impaired 2012 $'000
Debtors	1,602	15,030	10	-
Total	1,602	15,030	10	-

(d) Liquidity risk

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 Demdand	Within 1 year $000	1-2 years $0'000	Total $0'000
Maturities for non-derivative financial liabilities 2013				
Financial liabilities: Trade creditors	7(a)	6,444	318	6,762
Total		6,444	318	6,762

	On Demdand	Within 1 year $000	1-2 years $0'000	Total $0'000
Maturities for non-derivative financial liabilities 2012				
Financial liabilities: Trade creditors	7(a)	2,174	-	2,174
Total		2,174	-	2,174

ACARA had no derivative financial liabilities in either 2013 or 2012

(e) Market risk

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

(f) Interest rate risk

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

16. Financial Assets Reconciliation

	2013 $'000	2012 $'000
Financial assets		
Total financial assets as per balance sheet	11,471	19,731
Less: non-financial instrument components		
Other receivables	221	307
Total non-financial instrument components	221	307
Total financial assets per financial instruments note	11,250	19,424

17. 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 2012-13 (2011-12: nil).

18. Reporting of 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	
	2013 $'000	**2012 $'000**	**2013 $'000**	**2012 $'000**
Employee benefits	13,966	9,752	13,966	9,752
Supplier expenses	24,602	19,025	24,602	19,025
Depreciation and amortization	862	913	862	913
Total expenses	39,430	29,690	39,430	29,690
Revenue from jurisdictions	23,816	13,276	23,816	13,276
Interest	281	323	281	323
Other revenue	215	276	215	276
Total own source income	24,312	13,875	24,312	13,875
Net cost / (contribution of outcome)	15,118	15,815	15,118	15,815

b) Major classes of assets and liabilities by outcome

	Outcome		Total	
	2013 $'000	**2012 $'000**	**2013 $'000**	**2012 $'000**
Assets				
Cash and cash equivalents	9,638	4,394	9,638	4,394
Trade and other receivables	1,833	15,337	1,833	15,337
Other non-financial assets	235	66	235	66
Property, plant and equipment	1,931	2,464	1,931	2,464
Intangibles	59	199	59	199
Total assets	13,696	22,460	13,696	22,460
Liabilities				
Suppliers	6,762	2,174	6,762	2,174
Grants in advance (deferred revenue)	1,425	15,540	1,425	15,540
Other payables	1,703	2,074	1,703	2,074
Employee provisions	1,570	819	1,570	819
Total liabilities	11,460	20,607	11,460	20,607

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Additional Information

Board membership

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

Chair – Professor Barry McGaw AO

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). Qualifications held: BSc, DipEd, BEd (Hons), EdM, PhD.

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. Qualifications held: BEc, BEd, MA.

Mr Tom Alegounarias

Tom Alegounarias is President of the New South Wales Board of Studies, and nominee of the NSW education minister. Qualifications held: BEc, DipEd.

Ms Liz Banks

Liz Banks is Deputy Secretary of the Tasmanian Department of Education, and nominee of the Tasmanian education minister. Qualifications held: Tasmanian Teaching Cert, DipTeaching.

Appointed to the Board on 8 May 2012.

Dr Brian Croke

Brian Croke is Executive Director of the Catholic Education Commission, New South Wales, and nominee of the National Catholic Education Commission. Qualifications held: BA (Hons), DipEd, DPhil, DLitt (Hons).

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. Qualifications held: BA, TCert, Cert IV Training and Assessment.

Mr John Firth

John Firth is Chief Executive Officer of the Victorian Curriculum and Assessment Authority, and nominee of the Victorian education minister. Qualifications held: BComm, DipEd.

Emeritus Professor Patrick Garnett

Patrick Garnett is Chair of the School Curriculum and Standards Authority, Western Australia, and nominee of the WA education minister. Qualifications held: BSc (Hons), PhD, BEd, MA, HonDEd, FRACI, CChem, CompIEAust.

Appointed to the Board on 8 May 2012.

Mr Alan Green

Alan Green was Executive Director, Strategic Policy and Performance at the Northern Territory Department of Education and Training, and nominee of the NT education minister. Qualifications held: BEd, MBA.

Retired from the Board on 24 January 2013, having resigned from the NT Department.

Mr Angus James

Angus James is Principal Partner of Aquasia P/L and nominee of the federal education minister. Qualifications held: BEc.

Ms Dianne Kerr

Dianne Kerr is a curriculum adviser to Education Services Australia Ltd, and nominee of the ACT education minister. Qualifications held: BA, DipEd, FACE.

Mr Garry Le Duff

Garry Le Duff is former Chief Executive of the Association of Independent Schools of South Australia, and nominee of the Independent Schools Council of Australia. Qualifications held: BA (Hons), DipEd, MEd, GradDip EdAdmin, FACE.

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. Qualifications held: MEd (Hons), GradDipTeaching, BEd.

5.1 Board and committee membership

Audit and Risk Committee membership

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

> *Ms Dianne Kerr (Chair)*
> *Ms Liz Banks (appointed to the Committee in January 2013)*
> *Mr Paul Crombie (independent member)*
> *Mr Alan Green (appointed to the Committee in October 2012, retired from the Board on 24 January 2013)*
> *Mr Angus James*
> *Mr Tony Mackay*

Curriculum Committee membership

The Curriculum Committee comprises members of the ACARA Board.

> *Prof. Barry McGaw AO (Chair)*
> *Mr Tom Alegounarias*
> *Ms Lesley Englert*
> *Mr John Firth*
> *Ms Dianne Kerr*
> *Mr Garry Le Duff*
> *Mr Tony Mackay*
> *Ms Helen Wildash*

Members	Initial appointment	Appointment ending
Prof. Barry McGaw AO	May 2009	May 2015
Tony Mackay	May 2009	May 2014
Tom Alegounarias	May 2009	May 2014
Liz Banks	May 2012	May 2015
Dr Brian Croke	May 2009	May 2014
Lesley Englert	May 2009	May 2014
John Firth	May 2009	May 2014
Prof. Patrick Garnett	May 2012	May 2015
Alan Green	May 2012	January 2013
Angus James	May 2009	May 2014
Dianne Kerr	May 2009	May 2014
Garry Le Duff	May 2009	May 2014
Helen Wildash	May 2009	May 2014
Board members may be reappointed. The maximum period of appointment cannot exceed six years.		

Board

Date	Meeting	Apologies	Location
26 July 2012	Meeting 37	Brian Croke	255 Pitt Street, Sydney
30 August 2012	Meeting 38	Nil	255 Pitt Street, Sydney
16 October 2012	Meeting 39	Nil	255 Pitt Street, Sydney
1 November 2012	Meeting 40	Nil	255 Pitt Street, Sydney
27 November 2012	Board teleconference	Lesley Englert, Alan Green	Teleconference
6 December 2012	Board teleconference	Angus James, Helen Wildash	Teleconference
7 February 2013	Meeting 41	Tom Alegounarias	255 Pitt Street, Sydney
21 March 2013	Meeting 42	Nil	255 Pitt Street, Sydney
2 May 2013	Meeting 43	Nil	255 Pitt Street, Sydney
13–14 June 2013	Meeting 44	Brian Croke, Angus James	255 Pitt Street, Sydney

Committees of the Board

Audit and Risk Committee

Date	Meeting	Apologies	Location
22 August 2012	Meeting 17	Nil	255 Pitt Street, Sydney
19 October 2012	Meeting 18	Tony Mackay	255 Pitt Street, Sydney
23 January 2013	Meeting 19	Nil	255 Pitt Street, Sydney
17 April 2013	Meeting 20	Nil	255 Pitt Street, Sydney

Curriculum Committee

Date	Meeting	Apologies	Location
21 March 2013	Meeting 01	Nil	255 Pitt Street, Sydney
2 May 2013	Meeting 02	Nil	255 Pitt Street, Sydney
13 June 2013	Meeting 03	Nil	255 Pitt Street, Sydney

ACARA Research and Data Committee

The ACARA Research and Data Committee considers data requests for research and from third parties, other than requests from education ministers, for unpublished or sensitive data. The committee uses the framework set by the *Data Access Protocols 2012* and the *Principles and protocols for reporting on schooling in Australia, 2009*, to make its decisions.

Members:

Dr Brian Croke (Chair)
Mr Peter Adams
Prof. Raymond Adams
Dr Sarah Glover
Mr Robert Randall
Prof. Gordon Stanley

Aboriginal and Torres Strait Islander Advisory Group

The Aboriginal and Torres Strait Islander Advisory Group provides ACARA with expert guidance and advice about representation of Aboriginal and Torres Strait Islander histories and cultures across the curriculum. The group comprises people with demonstrated expertise in Aboriginal and Torres Strait Islander education.

Members:

Dr Kaye Price (Chair)
Ms Dyonne Anderson
Prof. Peter Buckskin
Dr Kathleen Butler
Mr Will Davis
Ms Michele Hall
Prof. Paul Hughes
Ms Dianne Kerr
Ms Judy Ketchell
Prof. Mark Rose
Dr Grace Sarra
Ms Myra Singh

English Language Proficiency Working Group

The English Language Proficiency (ELP) Working Group advises ACARA on the technical, policy and logistical aspects of various approaches to ELP, so that ELP can be reported consistently across jurisdictions and sectors.

Members:

Mr Kevin Pugh (Chair)
Ms Misty Adoniou
Ms Jennifer Barclay
Ms Amanda Bourke
Ms Anna Brazier
Ms Anita Calore
Prof. Chris Davison
Ms Mary-Anne Fleming
Dr Jane Galbraith
Ms Lisa Grimshaw
Mr Ross Hamilton
Ms Debra Liddiard
Ms Robyn MacMillan
Ms Jennifer Mayers
Dr Tracey McAskill
Ms Pamela Murphy
Ms Megan Petrass
Ms Sophia Sabatier
Ms Lina Scalfino
Ms Majella Stevens

Students with Disability Advisory Group

The Students with Disability Advisory Group provides 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.

Members:

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
Mr Alan Green
Ms Lynne James
Dr Phil Lambert
Ms Margaret McKay
Prof. Graeme McLeod
Ms Jeanette McMullan
Ms Kath Midgley
Ms Margot Mignonne
Ms Catherine Pinnington
Mr Brian Smyth King
Dr Jennifer Stephenson
Ms Helen Talbot
Ms Karen Underwood
Ms Sheree Vertigan
Ms Robyn Whiting

F–12 Curriculum Reference Group

The F–12 Curriculum Reference Group gives high level advice to the ACARA Executive to advance strategic priorities in ACARA's work plan. It advises on: F–12 curriculum design and development policies and practices, strategies to respond to issues raised during curriculum development and consultation, and curriculum and implementation support strategies and materials. The group also reviews and provides feedback on draft curriculum documents.

Members:

Mr Robert Randall (Chair)
Mr Tom Alegounarias
Ms Mandy Anderson
Ms Lesley Englert
Ms Wendy Engliss

Mr John Firth
Ms Valerie Gould
Mr Alan Green
Ms Jill Hazeldine
Mr Paul Herschell
Mr Paul Hewitt
Dr David Howes
Ms Dianne Kerr
Mr Tim Kinder
Dr Phil Lambert
Mr Tony Mackay
Mr Seamus O'Grady
Ms Robyn Smith
Ms Judy Travers
Ms Helen Wildash
Ms Leanne Wright

Curriculum Directors Group

The Curriculum Directors Group advises 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.

Members:

Mr Robert Randall (Chair)
Dr Reg Allen
Ms Mandy Anderson
Ms Gail Barker
Ms Cathy Beesey
Ms Anjie Brook
Ms Donna Bucher
Ms Anne-Maree Creenaune
Ms Mary Dorrian
Ms Sharon Duong
Ms Wendy Engliss
Ms Dina Guest
Ms Jill Hazeldine
Mr Paul Herschell
Mr Paul Hewitt
Dr David Howes
Ms Lynne Irvine

Ms Trish Jackson

Mr Tim Kinder

Dr Phil Lambert

Dr Lynda MacLeod

Ms Aine Maher

Dr Antonio Mercurio

Ms Jill Morgan

Mr Mark Newhouse

Ms Helen O'Brien

Ms Therese Phillips

Ms Debra Punton

Ms Robyn Rosengrave

Ms Jenene Rosser

Ms Robyn Smith

Ms Helen Strauch

Ms Sue Tolbert

Mr David Wood

Ms Leanne Wright

Mr Andrew Wrigley

Ms Robyn Yates

General Capabilities Advisory Group

Members:

Ms Lynn Redley (Chair)

Ms Jane Bridges

Dr Catherine Byrne

Ms Wendy Cave

Prof. Glenn Finger

Ms Maurie Hamilton

Dr Eeqbal Hassim

A/Prof. Deborah Henderson

Ms Mathilda Joubert

Mr Stephen Kelly

A/Prof. John Munro

Dr Annie Pettit

Ms Tamara Sullivan

Ms Christine Topfer

Learning area advisory groups

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

Senior Secondary English

Members:

Mr John Gougoulis (Chair)

Ms Lorna Beegan

Ms Gemma Contos

Ms Joslyn Fox

Dr Robert Jackson

E/Prof. John McLaren

Ms Anni Medway

A/Prof. Karen Moni

Dr Jean Mulder

Prof. Annette Patterson

Ms Christine Thompson

Ms Kylie Wilson

Senior Secondary Mathematics

Members:

Mr John Gougoulis (Chair)

Mr Michael Barra

Prof. Nigel Bean

Dr Mary Coupland

Dr Nicholas Fisher

Mr Andrew Foster

Dr Peter Gould

Mr John Harris

Dr Deborah King

Ms Deborah Lee

Mr Will Morony

Mr Bevan Penrose

A/ Prof. Jacqui Ramagge

Dr Siu-Ming Tam

Ms Jenny Tayler

Prof. Neville Weber

Senior Secondary Science

Members:

Mr John Gougoulis (Chair)

Biology

Mr Jef Byrne

Dr Gillian Kidman

Dr Michael Michie

Prof. Bruce Milthorpe

Dr Wilhelmina Van Rooy

Dr Jim Woolnough

Chemistry

Dr Alberto Bellocchi

Mr John Clarke

A/Prof. Deborah Corrigan

Mr Russell Dempster

Ms Marian Heard

Prof. William Price

Earth and Environmental Science

Prof. Vaille Dawson

Prof. Ian Fitzsimons

A/Prof. Leah Moore

Ms Dianne Nichols

Mr Gary Simpson

Mr Peter Turnbull

Physics

Ms Anne Disney

Dr Cathy Foley

E/Prof. Richard Gunstone

Mr James Keogh

Dr Pam Mulhall

Senior Secondary History

Members:

Mr John Gougoulis (Chair)

Ancient History

Ms Kate Cameron

Mr Nick Ewbank

Mr Anthony Lynch

Prof. Stuart Macintyre

Prof. Alanna Nobbs

Modern History

Ms Annabel Astbury

Ms Janine Giles

Dr Brian Hoepper

Prof. Stuart Macintyre

A/Prof. Anthony Taylor

Ms Anna Uren

Geography

Members:

Dr Tracey McAskill (Chair)

Ms Monica Bini

Ms Tamara Boyer

Mr Nick Hutchinson

Ms Jeana Kriewaldt

A/Prof. Alaric Maude

Mr Malcolm McInerney

Ms Rebecca Nicholas

Mr Brian Rogers

Ms Marcia Rouen

Ms Lianne Singleton

Ms Jenni Webber

5.3 Advisory groups and membership

The Arts

Members:

Ms Lynn Redley (Chair)
Prof. Margaret Barrett
Dr Susan Crowe
Dr Michael Dezuanni
Dr Kathryn Grushka
Ms Sarah House
Mr Jeffrey Meiners
Dr John O'Toole
Mr Robin Pascoe
Ms Eliza Spykers

Languages

Members:

Dr Phil Lambert (Chair, 29 April 2013 – ongoing)
Mr Nicholas Perkins (Chair, 1 July 2012 –
26 April 2013)
Dr Jo Carr
Ms Julie Flynn
Ms Wendy Hewitt
Ms Kristine Horan
Prof. Joseph Lo Bianco
Dr Antonio Mercurio
Dr Marcel Noest
Dr Jane Orton
Ms Sherryl Saunders
A/Prof. Angela Scarino
Ms Lia Tedesco
Dr Jakelin Troy
Dr Michael Walsh

Aboriginal Languages and Torres Strait Islander Languages

Members:

Dr Phil Lambert (Chair, 29 April 2013 – ongoing)
Mr Nicholas Perkins (Chair, 1 July 2012 –
26 April 2013)
Dr Rob Amery

Ms Jeanie Bell
Mr Desmond Crump
Ms Lola Jones
Dr Doris Paton
Ms Susan Poetsch
Ms Stephanie Savage
Mr Guy Tunstil
Dr Greg Wilson

Technologies

Members:

Ms Lynn Redley (Chair)
Prof. Lyndon Anderson
Ms Kate Baulch
Mr Michael Berry
Ms Janine Davison
Prof. Marilyn Fleer
Mr Bruce Fuda
Ms Barbara Hender
Ms Christine Keys
Ms Denise MacGregor
A/Prof. Paul Newhouse
Prof. Christopher Pilgrim
Dr Nicholas Reynolds
Mr Larry Spry
Ms Lorraine Tran
Ms Marilyn Yates

Civics and Citizenship

Members:

Mr John Gougoulis (Chair)
Mr Alan Elliott
Prof. Peta Goldburg
Ms Mary Gray
A/Prof. Deborah Henderson
Ms Patricia Hincks
Dr Harry Phillips
Prof. Murray Print
Ms Lianne Singleton
Dr Libby Tudball

Health and Physical Education

Members:

Dr Phil Lambert (Chair, 29 April 2013 – ongoing)

Mr Nicholas Perkins (Chair, 1 July 2012 –
26 April 2013)

Mr Glenn Amezdroz

Dr Trent Brown

Ms Leah Cassidy

Dr Maree Dinan-Thompson

Dr Maria Marriner

Ms Nerida Matthews

Dr Louise McCraig

Ms Kris Stafford

Mr Gareth Richards

Prof. Jan Wright

Economics and Business

Members:

Dr Tracey McAskill (Chair)

Ms Anita Forsyth

Ms Philippa Greig

Ms Mandy Hudson

Prof. Beverley Jackling

Mr Nicholas Keskinidis

Prof. John Lodewijks

Dr Alex Millmow

Dr Alan Roberts

Prof. Edgar Wilson

Work Studies Years 11–12 Advisory Group

Members:

Ms Deborah Palmer (Chair)

Mr James Barron

E/Prof. Denise Bradley

Ms Adele Broster

Ms Jeannie Cotterell

Ms Lori Hocking

Prof. Rod McDonald

Dr Mary McMahon

Mr Robert Paton

Ms Dorothy Rao

Mr Tim Shipstone

Mr Daryl Sutton

Work Studies Years 9–10 Advisory Group

Members:

Ms Deborah Palmer (Chair)

Ms Jillian Blight

Ms Rosemary Brook

Mr David Carney

Mr Asish Chandra

Ms Bernadette Gigliotti

Ms Julie Grogan

Mr Steve Harrison

Ms Val Ridley

A/Prof. Michele Simons

National Assessment, Data, Analysis and Reporting Reference Group

The National Assessment, Data, Analysis and Reporting Reference Group has been established to provide ACARA's Executive with high level advice on the appropriateness and suitability of, and opportunities and potential risks associated with, ACARA's assessment and reporting work; and to ensure that jurisdictions and organisations have regular and meaningful opportunities to provide advice to ACARA on its assessment and reporting work program.

Members:

Mr Peter Adams (Chair)

Prof. Raymond Adams

Mr Tom Alegounarias

Ms Catherine Andersson

Ms Liz Banks

Ms Jessie Bice

Ms Kathryn Byrnes

Ms Anna Christou

Ms Colette Colman

Dr Brian Croke

Dr Amanda Day

Ms Susan Dennett

Mr Alan Dodson

Dr Jenny Donovan

Mr Russell Dyer

Mr John Firth

Dr Jane Galbraith

Mr David Garner

Ms Ellen Herden

Mr Alan Herning

Mr Andrew Howie

Mr Jeremy Howley

Mr Jeff Hunt

Dr Phil Lambert

Mr Kym Linke

Mr Tony Luttrell

Mr Tony Mackay

Prof. Barry McGaw

Ms Rosalie Nott

Mr Boyd Paties

Mr Joe Pellegrino

Ms Megan Petrass

Dr Gabrielle Phillips

Mr Kevin Pugh

Mr Robert Randall

Ms Tracy Stewart

Ms Carol Taylor

Mr Tony Zanderigo

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 helped the Executive to advise the ACARA Board and helped ACARA achieve the assessment objectives and outcomes of its charter, including refining the policy framework and developing innovative options for national assessments, in a collaborative manner. This group

has been replaced by the National Assessment, Data, Analysis and Reporting Reference Group.

Members:

Mr Peter Adams (Chair)

Prof. Raymond Adams

Mr Tom Alegounarias

Ms Colette Colman

Dr Brian Croke

Mr Alan Dodson

Dr Jenny Donovan

Mr John Firth

Ms Ellen Herden

Mr Jeff Hunt

Mr Kym Linke

Mr Tony Luttrell

Mr Tony Mackay

Prof. Barry McGaw

Ms Rosalie Nott

Mr Joe Pellegrino

Ms Tracy Stewart

Mr Tony Zanderigo

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 helped ACARA meet its responsibilities for the national data collection and reporting program. This group has been replaced by the National Assessment, Data, Analysis and Reporting Reference Group.

Members:

Mr Peter Adams (Chair)

Mr Tom Alegounarias

Ms Catherine Andersson

Ms Kathryn Byrnes

Ms Anna Christou

Ms Colette Colman

Dr Brian Croke

Dr Amanda Day

Ms Susan Dennett

Mr Alan Dodson

Dr Jenny Donovan

Mr John Firth

Dr Jane Galbraith

Mr David Garner

Mr Alan Herning

Mr Jeremy Howley

Mr Jeff Hunt

Mr Tony Luttrell

Mr Tony Mackay

Prof. Barry McGaw

Ms Rosalie Nott

Ms Megan Petrass

Dr Gabrielle Phillips

Mr Kevin Pugh

Mr Robert Randall

Ms Tracy Stewart

Finance Data Working Group

The Finance Data Working Group gives advice and assistance to ACARA's Executive on ACARA's national responsibilities associated with financial reporting on schooling and Australia's schools. This helps ACARA in the collection and reporting of school finance data.

Members:

Mr Peter Adams (Chair 28 May 2013 – ongoing)

Mr Chris Taggart (Chair 1 July – 27 May 2013, then a member)

Dr Amanda Day

Ms Desiree Fournaris

Ms Moya Martin

Mr Geoff Newcombe

Mr Michael O'Brien

Mr Shaun O'Brien

Mr Allan Pickering

Ms Sushila Sharma

Ms Kimberley Taylor

Ms Heather Van Munster

Mr Mark Whybrow

Mr David Wilkes

Ms Rowena Williams

Ms Cora Wong

Mr Andrew Wright

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. Members attend the National Centre Leader Training to receive and then deliver a common marker training package in their jurisdiction to their state markers. The group also advises on required changes to marking guide exemplars.

Members:

Ms Gabrielle Bastow (Chair)

Mr Paul Becker

Ms Natalie Ede

Ms Karen Ferrante

Mr Ron Gorman

Ms Kathryn Griffiths

Mr Denis O'Donnell

Ms Jacinta Poskey

Mr Jim Richardson

Ms Lisa Rosenthal

Ms Marianne Schubert

Measurement Advisory Group

The Measurement Advisory Group gives expert advice on measurement issues for the National Assessment Program (NAPLAN and NAP Sample Assessments).

Members:

Prof. Raymond Adams (Chair)

Mr Peter Adams

Prof. David Andrich

Prof. George Cooney

A/Prof. Shelley Gillis

Prof. Patrick Griffin
Dr Goran Lazendic

Measurement Framework for Schooling in Australia 2012 Working Group

The Measurement Framework for Schooling in Australia 2012 Working Group gives ACARA advice on the review of the Measurement Framework for Schooling in Australia, which details the national KPMs for school education and outlines the annual assessment and reporting cycle.

Members:

Mr Kevin Pugh (Chair)
Mr Peter Adams
Ms Catherine Andersson
Ms Kathryn Byrnes
Ms Colette Colman
Ms Susan Dennett
Mr Alan Dodson
Mr David Garner
Mr Alan Herning
Mr Jeremy Howley
Mr Jeff Hunt
Ms Julie-Anne Justus
Prof. Barry McGaw
Mr Jonathon Moritz
Mr Alex Nockels
Ms Rosalie Nott
Ms Lindy Peisley
Dr Gabrielle Phillips
Ms Gill Yates

NAP – Civics and Citizenship Working Group

The NAP – Civics and Citizenship Working Group gives ACARA advice about proposed civics and citizenship assessment materials from curriculum, psychometric and equity perspectives. It examines draft assessment instruments to make sure they are of appropriate difficulty and are valid, free of bias and accessible to all participating students.

Members:

Ms Michelle Robins (Chair)
Dr Mark Askew
Mr Robin Aukett
Mr Michael Boyle
Mr Nigel Brown
Ms Susan Dennett
Mr Brian Elliot
Mr Terry Gallagher
Mr Ron Gorman
Ms Patricia Hincks
Ms Rosita Kandiah
Ms Maria Leaver
Ms Robyn MacMillan
Dr Declan O'Connell
Ms Melissa Planten
Mr Andrew Sinfield
Ms Toni Smid
Ms Hanya Stefaniuk
Ms Karen Tuhan

NAP – ICT Literacy Working Group

The NAP – ICT Working Group gives ACARA advice about proposed information and communication technology assessment materials from curriculum, psychometric and equity perspectives. It examines draft assessment instruments to make sure they are of appropriate difficulty and are valid, free of bias and accessible to all participating students.

Members:

Ms Michelle Robins (Chair)
Mr John Bennett
Ms Deborah Bevan
Mr Michael Boyle
Ms Paula Christophersen
Mr Paul Clapton-Caputo
Ms Jan Clarke
Ms Susan Dennett
Mr Brian Elliot
Mr Liam Garvey

Ms Trish McGregor

Dr Ken Price

Ms Sandy Stevenson

Mr Paul Van Campenhout

NAP – Science Literacy Working Group

The NAP – Science Literacy Working Group advises ACARA about proposed science literacy assessment materials from curriculum, psychometric and equity perspectives. It examines draft assessment instruments to make sure they are of appropriate difficulty and are valid, free of bias and accessible to all participating students.

Members:

Ms Michelle Robins (Chair)

Ms Trisha Benson

Mr Michael Boyle

Ms Jan Brooks

Mr Michael Doyle

Ms Sharon Fellows

Prof. Mark Hackling

Ms Maria James

Ms Glenda Leslie

Ms Robyn MacMillan

Ms Marilyn McKee

Ms Louise Nicholas

Mr Andrew Oakley

Ms Hanya Stefaniuk

Ms Jane West

NAPLAN Reporting Working Group

The NAPLAN Reporting Working Group advises 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 modes of reporting. The working group considers the preliminary (summary) report and

the final NAPLAN national report, and the dynamic presentation of NAPLAN results on the National Assessment Program website (www.nap.edu.au). Recommendations from the group are provided to the National Assessment, Data, Analysis and Reporting Reference Group for review and endorsement.

Members:

Dr Goran Lazendic (Co-Chair, 1 July 2012 – ongoing)

Ms Megan Petrass (Co-Chair, 22 March 2013 – ongoing)

Ms Julie-Anne Justus (Co-Chair, 1 July 2012 – September 2012)

Mr Mark Cheeseman

Mr Michael Crowther

Ms Susan Dennett

Mr Alan Dodson

Ms Robyn MacMillan

Dr Roland Simons

Ms Gill Yates

Ms Robyn Yates

NAPLAN Results Integrity Working Group

The NAPLAN Results Integrity Working Group provides ACARA's Executive with advice to support jurisdictions in identifying when a breach of the National Protocols for Test Administration has led to data being compromised. This helps ACARA reinforce the integrity of NAPLAN results and provides continued national consistency in reporting of NAPLAN data that accurately reflects student performance.

Members:

Ms Megan Petrass (Chair)

Mr Paul Becker

Ms Karen Ferrante

Mr Kym Linke

Ms Robyn MacMillan

Ms Marilyn McKee

Ms Robyn Roberts

Mr Andrew Smith

Dr Janelle Wills

National Report on Schooling Working Group

The National Report on Schooling Working Group helps to develop the planning framework for the annual *National Report on Schooling in Australia* and reviews and comments on the draft report.

Members:

Ms Lindy Peisley (Chair)

Ms Jessie Bice

Ms Susan Dennett

Ms Debbie Dennis

Mr Alan Dodson

Mr Alan Herning

Dr Karen Jacobson

Ms Julie-Anne Justus

Ms Susan Kulda

Dr Gabrielle Phillips

Dr Roland Simons

Mr Chris Taggart

Ms Gill Yates

National School Opinion Survey Working Group

The National School Opinion Survey Working Group advises ACARA on the business requirements for 'School Survey' (a tool for collecting survey response data, for use at jurisdictions' discretion and also available for use by non-government sector schools at their discretion).

Members:

Ms Julie-Anne Justus (Chair)

Ms Diann Bedwell

Mr Boyd Bostock

Ms Shanti Clements

Ms Susan Dennett

Mr Alan Dodson

Mr Ken Gordon

Ms Jenny Hadzi-Popovic

Mr Andy Kowaluk

Ms Susan Kulda

Mr Gerry McCloughan

Ms Jan Newton

Ms Louise Oldman

Mr Leon Schwerin

Mr Barry Wallet

National Testing Working Group

The National Testing Working Group is a forum for information sharing and collaboration among ACARA, testing authorities and stakeholders about NAPLAN. The group gives feedback during item development, advises on administration and reporting activities and provides quality assurance to achieve high quality tests in a nationally consistent framework.

Members:

Ms Rhondda Kretschmann (Chair)

Mr Paul Becker

Ms Natalie Ede

Ms Karen Ferrante

Mr Ken Gordon

Mr Kym Linke

Ms Robyn MacMillan

Ms Marilyn McKee

Ms Robyn Roberts

Mr Andrew Smith

Ms Lee Willett

Dr Janelle Wills

Senior Secondary Outcomes Working Group

The Senior Secondary Outcomes Working Group gives ACARA high level advice on developing recommendations to AEEYSOC and SCSEEC for possible new national measures on senior secondary

(and equivalent) outcomes, to inform COAG and SCSEEC reporting Year 12 or equivalent attainment and completion and, subsidiary to this, options for reporting senior secondary outcomes measures on *My School*.

Members:

Mr Kevin Pugh (Chair)
Mr Tilahun Afrassa
Dr Reg Allen
Ms Catherine Andersson
Ms Michaela Bensley
Ms Kathryn Byrnes
Ms Sophan Chhim
Mr Martin Clery
Mr Tony Considine
Mr Michael Dalton
Ms Susan Dennett
Mr Russell Dyer
Dr Jane Galbraith
Mr Andrew Goodyer
Mr Doug Gordon
Ms Jenny Hadzi-Popovic
Mr Laurie Harbon
Mr Alan Herning
Ms Sally Hodgson
Mr Andrew Howie
Mr Jeremy Howley
Ms Alison Jaffee
Mr Peter Jordan
Ms Susan Kulda
Mr Mark Lang
Mr Kym Linke
Dr Lynda MacLeod
Mr Mark Newham
Mr Alex Nockels
Mr David Paroissien
Mr Boyd Paties
Ms Sandra Pattison
Ms Lindy Peisley
Dr Philip Pettit
Mr John Spiranovic

Ms Tracy Stewart
Ms Helen Strauch
Mr Andrew Webster
Ms Gill Yates

Student Attendance Data Working Group

The Student Attendance Data Working Group advises ACARA about the development and implementation of a student attendance data methodology to collect and report consistent student attendance data across jurisdictions and sectors.

Members:

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

ACARA attended the Senate Education, Employment and Workplace Relations Committee to give evidence at the following hearings:

*   Supplementary Budget Estimates (18 October 2012)

*   Additional Estimates (14 February 2013)

*   Budget Estimates (5 June 2013).

Full transcripts of these hearings are available in Hansard.

ACARA also gave evidence at the Senate Committee inquiry into the effectiveness of the National Assessment Program – Literacy and Numeracy (21 June 2013).

Under amendments to the *Freedom of Information Act 1982* (Cwth), there is no longer a requirement that certain agency information be published in ACARA's annual report. Instead, ACARA is required to publish on its website a range of specified information and other documents (see ACARA's Information Publication Scheme on its website). The intention behind these amendments is to allow greater access to, and transparency of, federal government information.
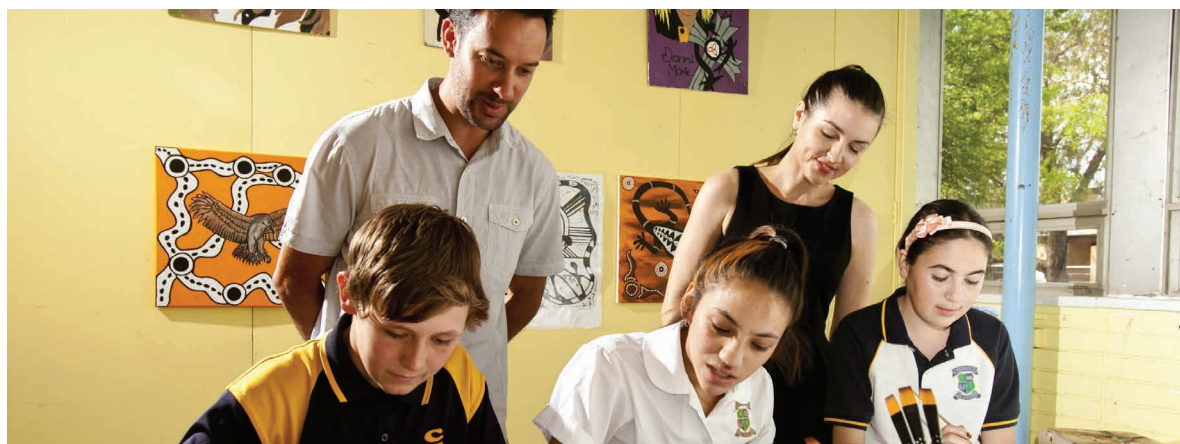
5.6 Judicial decisions and reviews by outside bodies

On 22 May 2013, the Freedom of Information Commissioner set aside part of ACARA's decision (10 June 2011) to refuse access to documents requested under the FOI Act. Instead, the Commissioner decided that the list of schools (for which results were reported in each of 2008, 2009 and 2010) on the *My School* website is not exempt under the *FOI Act*.

The FOI Commissioner affirmed the remainder of ACARA's decision to refuse to release other *My School* data. Further information about the matter is available on the Office of the Australian Information Commissioner website.

Overview

Work health and safety (WHS) at ACARA covers a broad range of elements that bring together a common goal to provide a workplace where people feel safe and able to perform their work without fear of physical or mental injury.

ACARA's training program is a large part of how the organisation ensures workers understand their obligations and ACARA's role in providing and maintaining a safe workplace. This training takes the form of inductions and refresher courses. Workers learn about ACARA's WHS policy; their legal WHS responsibilities; emergency evacuation instructions; how to report hazards, incidents and injury; ergonomics; and manual handling. Where practicable, demonstrations are provided to reinforce key concepts.

ACARA's WHS Committee is made up of employees from 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 during workplace inspections. Regular WHS audits also ensure continued improvement.

ACARA's two satellite offices in Perth and Melbourne each have a WHS representative to provide training to new workers and to identify any hazards.

WHS performance

During 2012–13, 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 'person conducting a business or undertaking' in accordance with the Act.
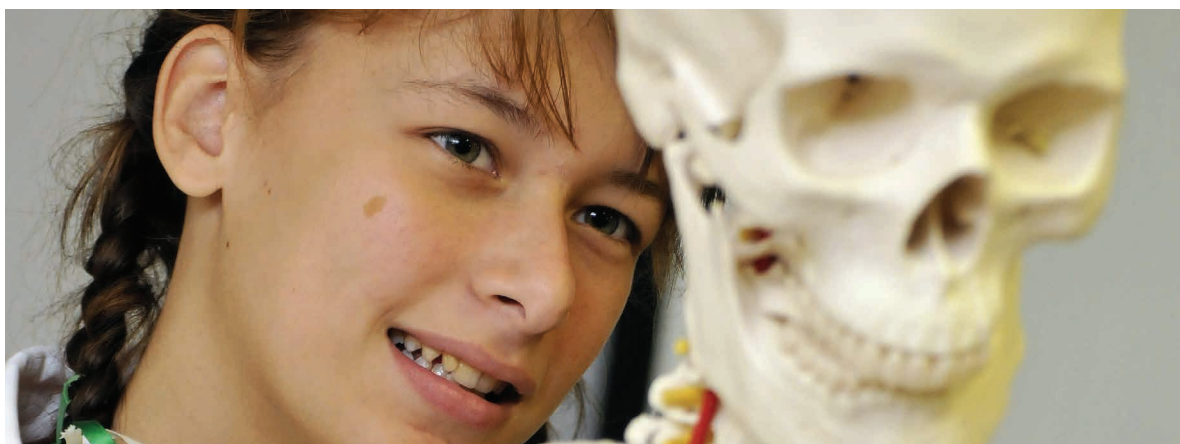
WHS has become a regular agenda item at all team meetings to provide a platform for issues to be raised. Any issues raised are referred to the WHS Committee for resolution. ACARA's Audit and Risk Committee is also kept up to date about any issues arising and the actions carried out to mitigate WHS risks.

Ministerial directions

ACARA is required, under paragraph 12 of the *Commonwealth Authorities and Companies (Report of Operations) Orders 2011*, to provide particulars of any directions issued by the responsible minister, or other minister, under ACARA's enabling legislation or other legislation. During 2012–13 ACARA was not subject to any Commonwealth ministerial directions.

Overview

ACARA is subject to and complies with obligations in the *Privacy Act 1988* (Cwth) regarding the collection, use and disclosure of personal information.

The authority is preparing for the *Privacy Act 1988* reforms, which will apply from 12 March 2014.

ACARA's privacy officer is contactable as follows:

Telephone: 1300 895 563 or +61 (0)2 8098 3100

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

Email: info@acara.edu.au

Access to premises and facilities

ACARA's main office is accessible to people with disability. The office has ramps, braille signage to bathrooms and specially designed toilet and shower facilities.

If staff have specific requirements due to a disability, their work space can be modified.

Consideration of students with disability

ACARA established a panel to provide advice relating to students with disability across all aspects of ACARA's work. This advisory panel met four times during 2012–13 and advised on a range of matters, from the structure of the Australian Curriculum for students with disability to suitable adjustments for students to access assessments.

An updated position on how the Australian Curriculum provides for students with disability has been published in the *Shape of the Australian Curriculum* (v4.0) and situates support for students with disability in the broader context of student diversity. The three-dimensional design of the Australian Curriculum – which comprises learning areas, general capabilities and cross-curriculum priorities – provides teachers with flexibility to cater for the diverse needs of students and to personalise their learning. This position is underpinned by the rights of all students to access age-equivalent teaching and learning programs drawn from the Australian Curriculum.

Draft Australian Curriculum materials for students with disability were released for public consultation from August to September 2012 and trialled in 25 schools around the country. A final consultation report was published in December 2012 and as a result in January 2013 the general capabilities of literacy and numeracy were extended to be inclusive of all learners.

Student diversity advice materials – including specific advice for students with disability, gifted and talented

students, and students for whom English is an additional language or dialect – are published on the Australian Curriculum website to support principals, schools and teachers in meeting the needs of diverse learners. The Australian Curriculum includes student diversity advice material for each learning area.

The personal and social capability has also been extended to be inclusive of all learners and work is underway to develop illustrations of personalised learning to complete this suite of materials by the end of 2013.

Working with states and territories, ACARA regularly reviews 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. For the 2013 tests, further information was added to the protocols to help schools in making decisions about appropriate adjustments for students with disability. Adjustments may include extra time, rest breaks, use of scribes, or some forms of assistive technology, among other options. Case studies are provided on the NAP website to support school-level decision-making.

In 2013, ACARA again provided the NAPLAN tests in special formats including braille, large print, black and white, and interactive 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 accessible to as many students as possible.

At the direction of ministers, ACARA is conducting a research program to investigate a range of issues regarding the proposed transition of NAPLAN from a pen and paper test to a computer-based assessment. This includes investigating opportunities that technology provides to increase accessibility to NAPLAN for students with disability. In 2012–13, as part of this research, ACARA commissioned

two projects: a comprehensive literature review on universal design principles for computer-based assessments, and development and trialling of a suite of accessibility options designed to enable students with a range of needs to access and respond to test items.

Office environment

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

- printers are set to double-sided printing as their default setting

- recycled paper is used in all printers

- drafts are reviewed electronically

- data projectors, plasma screens and e-tablets are used to display information to groups to replace printed handouts

- the internet is used as the main forum for communication.

ACARA continues to maintain a recycling program together with other tenants in its main office building. Items that can be recycled include all food, glass, paper, metal, coffee cups and take-away containers.

The printing machines also form part of ACARA's recycling program. The cartridges that each machine uses are regularly recycled, which helps to reduce greenhouse gases.

By choosing a supplier with sustainable practices, ACARA has helped with the creation 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.

5.12 Acronyms and glossary

Acronym	Title
ACACA	Australasian Curriculum, Assessment and Certification Authorities
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACARA Act	*Australian Curriculum, Assessment and Reporting Authority Act 2008*
ACER	Australian Council for Educational Research
AEEYSOC	Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee
AG	Australian Government
AITSL	Australian Institute for Teaching and School Leadership
AusVELS	AusVELS incorporates the Australian Curriculum F–10 for English, mathematics, history and science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS).
CAC Act	*Commonwealth Authorities and Companies Act 1997*
CEO	chief executive officer
COAG	Council of Australian Governments
Domain	Relating predominantly to NAP tests, this refers to particular learning areas (for example, reading, writing, language conventions, numeracy)
EAL/D	English as an Additional Language/Dialect
EA	enterprise agreement
ESA	Education Services Australia
F	Foundation – this term has been used in ACARA's curriculum work to denote the year prior to year one, which is known variously as kindergarten, preparatory (prep), reception, transition, or pre-primary in different states and territories. This terminology was adopted with the publication of the Australian Curriculum.
F–10	school years from Foundation to Year 10
F–12	school years from Foundation to Year 12
FMO	Finance Minister's Orders
ICT	information and communication technology
INCB	Interim National Curriculum Board

Acronym	Title
Learning continua	A sequence that describes the knowledge, skills and behaviours that students can reasonably be expected to have developed by the end of particular years of schooling, with respect to general capabilities as defined in the Australian Curriculum.
LBOTE	Language Background Other than English (see EAL/D)
Melbourne Declaration	*Melbourne Declaration on Educational Goals for Young Australian 2008*, which sets the direction of Australian schooling for the next ten years.
My School	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.
NTC	National Trade Cadetships
NAP	National Assessment Program
NAPLAN	National Assessment Program – Literacy and Numeracy
SCSEEC	Standing Council on School Education and Early Childhood (also referred to in this annual report as 'the Standing Council')
Senior secondary	final two years of secondary schooling, generally Year 11 and 12
Standing Council	Standing Council on School Education and Early Childhood (also referred to in this annual report as 'SCSEEC')
Statements of learning	essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of Year 3, 5, 7 and 9
SWD	students with disability
VETiS	Vocational Education and Training in Schools
WHS	work health and safety (formerly known as occupational health and safety)

Requirement	Reference	Annual report section
Commonwealth Authorities and Companies Act 1997		
Financial statements	Schedule 1, subclause 1(b) and subclause 2(1)	Section 4
Financial statements certification: a statement, signed by the directors	Schedule 1, subclause 2(3)	Section 4
Financial statements certification: Auditor-General's Report	Schedule 1, subclause 1(c)	Section 4
Commonwealth Authorities and Companies (Annual Reporting) Orders 2011		
Approval of the report by directors	Clause 6	Letter of transmittal
Audit committee	Clause 14	Sections 1.4, 3.1, 5.1
Ecologically sustainable development and environmental performance	Clause 12, with reference to the *Environment Protection and Biodiversity Conservation Act 1999*, section 516A.	Section 5.11
Effects of ministerial directions and notification of general policies of government	Clause 12	Sections 1.3, 5.8
Enabling legislation, functions and objectives	Clause 10	Section 1.3
Freedom of information	Clause 12, with reference to the *Freedom of Information Act 1982*, Part II	Section 5.5
Indemnities and insurance premiums for officers	Clause 19	Section 3.1
Information about directors	Clause 13 and 14	Sections 1.4, 5.1, 5.2
Judicial decisions and reviews by outside bodies	Clause 17 a.	Section 5.6
Key activities and changes affecting the authority	Clause 16	Section 3.5
Location of major activities and facilities	Clause 14	Section 1.3

5.13 Compliance index

Requirement	Reference	Annual report section
Organisational structure	Clause 14	Section 3.5
Related entity transactions	Clause 15	Notes to the Financial Statements – Note 12
Reports on the operations of the authority by the Auditor-General, a Parliamentary committee, the Commonwealth Ombudsman or the Office of the Australian Information Commissioner	Clause 17 b.	Section 5.4
Responsible minister(s)	Clause 11	Section 1.3
Significant events referred to in section 15 of the *Commonwealth Authorities and Companies Act 1997*	Clause 16	Notes to the Financial Statements – Note 2
Statement on governance	Clause 14	Section 3.1
Work health and safety	Clause 12, with reference to the *Work Health and Safety Act 2011*, Schedule 2, Part 4	Section 5.7