

ANNUAL REPORT 2014-15



acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY



My School[®]

Annual report requirements

This annual report has been prepared in compliance with the Public Governance, Performance and Accountability Act 2013 and the Public Governance, Performance and Accountability (Consequential and Transitional Provisions) Rule 2014.

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OUR MISSION:

ACARA will improve the learning of all young Australians through world-class school curriculum, assessment and reporting.

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

14 September 2015

Dear Minister

In accordance with section 46 of the *Public Governance, Performance and Accountability Act 2013*, 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 2015.

As the new Chair of ACARA's Board, it is my role is to guide the Australian Curriculum, Assessment and Reporting Authority through the next chapter of Australia's education journey – and in doing so, improving the learning for all young Australians. The 2014-15 financial year saw ACARA deliver on objectives set by the Education Council.

Curricula in eight learning areas have been completed. Also, ACARA has responded to the Australian Government's Review of the Australian Curriculum report by addressing initiatives endorsed by the Education Council. These are: uncrowding and rebalancing the curriculum, improving accessibility for students with disability and parental engagement.

NAPLAN tests were successfully administered 12-14 May. ACARA continues to work with its partners to move NAPLAN testing from a paper-and-pencil test to an online, digital, test from 2017 over a two-to-three year period. This will result in better assessment, tailored testing, more precise results and a faster turnaround of information for parents and teachers.

My School 2015 was released and, with the 2014 data added, there are now seven years of data over which a school's progress in its students' levels of literacy and numeracy can be fairly compared with schools with similar students. This year, *My School* was updated to include attendance data based on indigenous status, an initiative of the Council of Australian Governments (COAG) to help improve attendance rates.

I acknowledge the directions set by the Education Council, and welcome the advice and input received from the two Australian Government reviews on the Australian Curriculum and *My School*. I would like to thank ACARA's staff, Board and stakeholders for their contribution to ACARA's work over the past year, with next year promising to be both exciting and challenging.



Emeritus Professor Steven Schwartz AM, *Chair, ACARA Board*

1.0 Overview



1.1 Chair's foreword



Education underpins the development of our society, it enables us to fulfil the aspirations we hold for ourselves and our children. Education is the cornerstone of building a just, democratic society, where every child has an opportunity to excel in his or her chosen field.

My position as the new Chair of ACARA's Board allows me to guide the Australian Curriculum, Assessment and Reporting Authority through the next chapter of Australia's education journey – and in doing so, improving the learning for all young Australians.

I would like to thank my predecessor, Professor Barry McGaw AO, for his leadership in the establishment of the Australian Curriculum, the development of *My School* and the successful administration of the National Assessment Program.

As we mature as a nation, it is inevitable that school curricula and teaching methods evolve to fit changed social circumstances. The Australian Curriculum is the latest phase in that evolution. It represents a partnership between federal, state and territory education authorities, as well as the Catholic and independent school systems. ACARA has produced a curriculum that enables all students to discover their strengths, make the most of their talents and become active and informed citizens. The curriculum respects individual and group differences, encourages teamwork and fosters self-confidence, creativity, perseverance and integrity.

“Education is the movement from darkness to light”

Allan Bloom,
American philosopher

ACARA has undertaken substantial work to address the initiatives endorsed by the Education Council. Curricula in eight learning areas have been completed and ACARA has responded to the Australian Government's Review of the Australian Curriculum report by addressing the initiatives endorsed by the Education Council. These are: uncrowding and rebalancing the curriculum; improving accessibility for students with disability; and parental engagement.

The National Assessment Program (NAP), which includes the National Assessment Program – Literacy and Numeracy (NAPLAN), continues to be a crucial aspect of ACARA's work. Commonwealth, state and territory governments have agreed to move NAPLAN testing from a paper-and-pencil test to an online, digital test over a two–three year period. Digitisation will result in better assessment, tailored testing, more precise results and faster turnaround of information for parents and teachers.

Reporting remains a crucial part of ACARA's portfolio, and *My School* is our main tool. Through *My School*, we can identify which schools are doing well when compared to schools with similar students. Education systems can then look to these schools to see what they are doing well and help to spread good practice across Australia. In this way, the Australian Curriculum, the NAP and *My School* working together can lead to improved educational outcomes across Australia.

I would like to thank ACARA's staff, Board and stakeholders for their contribution to ACARA's work over the past year, with next year promising to be both exciting and challenging.

A handwritten signature in black ink, appearing to read 'Steven Schwartz', written in a cursive style.

Emeritus Professor Steven Schwartz AM

Chair, ACARA Board

1.2 CEO's report



2014–15 was ACARA's sixth full year in operation. Building on our accomplishments there is much to do as we continue to work on our mission to improve the learning of all young Australians through world-class school curriculum, assessment and reporting.

Curriculum

This year we released eleven language curricula. With that release ACARA has now published curriculum for all eight learning areas of the Australian Curriculum – a significant moment in Australian education history.

In October 2014 we released the Australian Curriculum: work studies – a world-class, future-oriented curriculum for students in Years 9–10. Work studies is a stand-alone curriculum developed to assist young people to manage key work-related issues. It provides young people with the essential knowledge, understanding and skills for participation in the rapidly changing world of work, aiming to help them plan and shape their future and make a contribution to the wider community.

Assessment

Children in Years 3, 5, 7 and 9 again took NAPLAN tests in May 2015, the eighth cycle for this program. The annual national assessment helps parents and educators to see how Australian students are performing in the fundamental areas of literacy and numeracy, and to track their growth and achievements in these areas over time.

For some students, it may have been the last time they took the tests using pencil and paper, as we work with our partners to move NAPLAN online, on an opt-in basis, from 2017 over a two–three year period. Moving NAPLAN online will mean tests that better meet the needs of all students, as well as more precise results with the use of tailored test design. We have done a lot of research already, but there is a great deal of work to do in this area as we look to make the move online.

In October 2014 around 12 000 Australian students from Years 6 and 10 took the National Assessment Program – Information and Communication Technology Literacy (NAP – ICT Literacy) tests online. The online NAP – ICT Literacy tests built off the successful 2013 online civics and citizenship assessment that demonstrated both the power of online assessment, as well as the readiness of many schools across Australia to participate via this mode of administration.

In November 2014 we released the National Assessment Program – Civics and Citizenship Report 2013, showing that student performance in civics and citizenship at the national level has remained relatively consistent, and that many students across Australia are actively engaged in their communities, with a good understanding of civics and citizenship.

Reporting

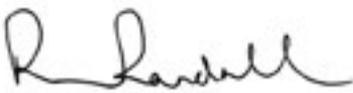
In December 2014, as a part of a Council of Australian Governments (COAG) initiative to help improve student attendance rates and therefore lead to better learning outcomes, the *My School* website was updated to include student attendance data disaggregated by indigeneity.

The update to *My School* was released on 5 March 2015, which included the results of the 2014 round of NAPLAN tests. *My School* allows for fair comparison to be made between schools with statistically similar students, allowing for comparisons of results from schools with students from similar socio-educational backgrounds, using the index of community socio-educational advantage (ICSEA) scale.

ACARA's people

ACARA has a diverse and talented workforce. I acknowledge the valuable contribution each person has made to ACARA and its work, and I thank everyone for their dedication and professionalism. ACARA's 2015–16 work plan was approved by the ACARA Board on 29 April and endorsed by the Education Council on 29 May. ACARA is now putting arrangements in place to implement the work plan from 1 July 2015. The 2015–16 work plan gives a priority to the move to NAPLAN online and implementation of changes to the Australian Curriculum, in addition to ACARA's ongoing curriculum, assessment and reporting activities. Given the two priorities and ACARA's fixed funding level, a review of programs and staffing profile was undertaken during the year. I am confident ACARA has the appropriate staffing profile to meet the objectives and commitments of our work plan.

I thank all involved for their contribution to our successes. I am proud to lead an organisation that has achieved so much in a relatively short period of time, and look forward to the future as we continue our work to improve the learning of all young Australians.



Robert Randall

Chief Executive Officer

1.3 History and profile

Purpose, enabling legislation and functions

The Australian Curriculum, Assessment and Reporting Authority (ACARA) was established in December 2008 under the [Australian Curriculum, Assessment and Reporting Authority Act 2008 \(ACARA Act\)](#) and became operational at the end of May 2009. ACARA is an independent statutory authority with a mission to improve the learning of all young Australians through world-class school curriculum, assessment and 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 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 resource services, education research services and other related services
- provide information, resources, support and guidance to the teaching profession, and perform other related functions

Directions of the Education 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 Education Council.

ACARA reports to the Education Council and to the federal minister for education about requirements under the [Public Governance, Performance and Accountability Act 2013](#) (PGPA Act).

Responsible minister

For the 2014–15 financial year, the minister responsible for ACARA was the Hon. Christopher Pyne MP, Minister for Education and Training.

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

1.4 ACARA's Board and committees

The ACARA Board

The ACARA Board is responsible for ensuring 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. Four members retired from the Board in May 2015 and one retired in June 2015, with five new members appointed and three members reappointed in June 2015.

The annual review of the Board was facilitated externally and involved completion of a questionnaire and Board-level discussion.

During the reporting period, the Board was supported by the Audit and Risk Committee. Both 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. Following the enactment of the PGPA Act 2013 in July 2014 (replacing the CAC Act), the Committee operates in compliance with section 45 of the PGPA Act and PGRA Rule section 17 – Audit committee for Commonwealth entities. Ms Liz Banks was appointed as Chair on 16 July 2014, following the retirement of the former Chair, Ms Di Kerr.

The Audit and Risk Committee provides assurance and assistance on ACARA's financial reporting, systems of risk management and oversight and systems of internal control. From 2015–16, monitoring of performance will also be a Committee responsibility, as required by the PGPA Act, with 2015–16 being a transitional year for this requirement.

2.0 Performance



2.1 Provision of a national curriculum

Overview

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

During the reporting year the following key curriculum activities were undertaken by ACARA:

- Responding to the review of the Australian Curriculum
- Curriculum leadership and stakeholder support
- Languages curricula development
- Work studies Years 9-10 curriculum development
- Supporting teachers' understanding and use of the general capabilities
- Supporting teachers' understanding and use of the cross curriculum priorities
- Support for diverse needs of students
- Support for primary schools
- Monitoring of the Australian Curriculum
- Work samples development
- Recognition of alternative curriculum frameworks



Achievements

Addressing themes endorsed by the Education Council – The Australian Curriculum review

In 2015, extensive work has been undertaken to improve the Australian Curriculum by addressing themes endorsed by the Education Council. These themes are:

- resolving the overcrowded curriculum
- rebalancing the curriculum
- improving accessibility for all students
- improving parental access to the Australian Curriculum.

ACARA has undertaken work involving the development of draft changes and options, consulting on these changes and making revisions in response to feedback. Actions include:

- undertaking workshops with a sample of practising primary teachers to identify key issues and areas in the Australian Curriculum for possible reduction
- redesigning humanities and social sciences by incorporating history, geography, civics and citizenship, as well as economics and business into one learning area for the primary years
- reducing the quantity and improving the clarity of content descriptions or achievement standards in the learning areas of mathematics, science, the humanities and social sciences, the arts, health and physical education and technologies
- strengthening phonemic awareness and phonics in the Australian Curriculum: English
- streamlining the identification of general capabilities and cross curriculum priorities in the content of learning areas
- identifying options for improving parent access to the Australian Curriculum
- identifying options to improve accessibility of the Australian Curriculum for students with disability with a particular focus on students with significant intellectual disability
- undertaking targeted consultation on draft changes and options for improvement with key stakeholders (state and territory curriculum and school authorities; peak national bodies including the Australian Primary Principals Association and professional teacher associations) academics, experts and parent peak bodies.

Proposed changes to, and options for improving, the Australian Curriculum were presented at the ACARA Board meeting in late June. Following Board approval, changes arising from the actions taken by ACARA are to be considered by the Education Council later in 2015.

Curriculum leadership and stakeholder support

ACARA's curriculum officers have liaised with education systems and jurisdictions to provide assistance in their respective initiatives and strategies around the implementation of the Australian Curriculum. These officers have provided expert advice to state and territory agencies, teacher training institutions and professional associations assisting in curriculum implementation initiatives including advice on teacher professional development.

Languages curricula development

During the reporting year, significant progress was made on the development of the Australian Curriculum for languages. The curriculum for Chinese (three pathways¹), French, Indonesian and Italian were published on the Australian Curriculum website in July 2014. The curriculum for Arabic, German, Japanese, Korean, Modern Greek, Spanish and Vietnamese were noted by the Education Council and published on the Australian Curriculum website in March 2015. All 11 languages were published as 'Available for use; awaiting final endorsement'.

ACARA commenced work on revising the Framework for Aboriginal Languages and Torres Strait Islander Languages in response to consultation feedback.

The Australian Government announced in May 2014 that it would fund a further stage of languages development. In August 2014, curriculum development of Hindi, Turkish, Australian Sign Language (Auslan) and classical languages was referred to ACARA.

The draft Australian Curriculum: Languages for both Hindi and Turkish were released for public consultation in May through to July 2015.

ACARA also began scoping the Australian Curriculum: Languages for both Auslan and Classical Languages (Classical Greek and Latin).

Work Studies Years 9-10 curriculum development

The Australian Curriculum: Work Studies was noted at the August 2014 Education Council meeting. It has been published on the Australian Curriculum website and is labelled 'Available for use; awaiting final endorsement'. ACARA has finalised a support guide for work studies which was approved for publication by the ACARA Board on 25 June. ACARA has also worked with a range of schools to collect work samples and illustrations of practice for work studies, including some which explore the relationship between science, technology, engineering and mathematics (STEM), industry engagement and work studies.

¹ The three pathways have been developed to support the diversity of learners of this language: The First Language Learner Pathway caters for students who have had their primary socialisation as well as initial literacy development and primary schooling in Chinese, and who use Chinese at home. The Second Language Learner Pathway caters for students learning Chinese as a second or additional language. The third pathway, called the Background Language Learner Pathway has been developed for students who have exposure to Chinese language and culture, and who may engage in some active but predominantly receptive use of Chinese at home.

Supporting teachers' understanding and use of the general capabilities

In 2014-15, the refined identification of general capabilities within learning areas/subjects and new general capability icons were released on the Australian Curriculum website.

The presentation of general capabilities on the Australian Curriculum website has been streamlined to provide greater clarity regarding the relationship between the learning areas and general capabilities.

Supporting teachers' understanding and use of the cross curriculum priorities

The Authority has also improved the Australian Curriculum by revising the presentation and linking of the three cross curriculum priorities, in line with actions arising from the agreed themes in 2015. As with the general capabilities, website text on the cross curriculum priorities in each learning area has also been revised to avoid undue repetition.



F-10 Turkish curriculum scoping workshop



Support for diverse needs of students

During the reporting year, ACARA developed and published illustrations of personalised learning for the diversity section of the Australian Curriculum website. These resources, which featured videos of school practice using the Australian Curriculum to support learning for gifted and talented students, provide teachers and schools with examples of how advice provided by ACARA in the diversity section can be used to support students in the classroom.

These videos are available on the Australian Curriculum website and on ACARA's You Tube channel ACARAeduau.

Support for primary schools

In 2015, ACARA published 20 video illustrations of primary curriculum management on the Australian Curriculum website. The video illustrations show how 19 schools and one region are successfully managing the Australian Curriculum. Each illustration is accompanied by details of how the school or region is engaging with the Australian Curriculum. In addition, school-based documents, that may assist other primary schools when planning and engaging with the Australian Curriculum, are also available on the site.

These videos are available on the Australian Curriculum website and on ACARA's You Tube channel ACARAeduau.

The final Primary Advisory Group meeting was held at ACARA in October 2014 having completed its key tasks in relation to the development of the primary curriculum.

From January to April 2015, ACARA engaged with states and territories, as well as primary teachers, to gather feedback around uncrowding the Australian Curriculum. ACARA hosted two workshops in March and May 2015, with 16 practising primary teachers to gain their feedback on draft changes. This assisted with reducing and rebalancing the primary curriculum, redesigning the four humanities and social sciences (HASS) learning area subjects into a single learning area curriculum and refining the Australian Curriculum website. ACARA has continued to produce and distribute the quarterly newsletter *Primary Matters* to principals via the Australian Curriculum website, promoted through the *ACARA Update* and via the Australian Primary Principals Association.

Monitoring of the Australian Curriculum

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's first monitoring report was approved by the ACARA Board at the 9 October 2014 meeting. The report considered the effectiveness of the whole curriculum, the parts of the curriculum including learning areas, general capabilities and cross curriculum priorities and the connections between the parts. The report drew on data from submissions from states and territories, media scans, website analytics, national and international testing, as well as national and international research.

Work samples development

The collection of student work samples to assist teachers in making judgements about student performance in relation to the achievement standards for the arts, health and physical education, technologies, geography, civics and citizenship, economics and business and work studies commenced. Further development of this work for publication was delayed whilst ACARA's curriculum officers undertook key actions arising from the agreed curriculum review themes listed above.

Provision of curriculum services

ACARA's curriculum officers have provided curriculum development support services, such as the provision of services to support development of national curriculum in the Kingdom of Saudi Arabia. Costs for this support have been met by the Kingdom.

Recognition of alternative curriculum frameworks

ACARA has undertaken the evaluation of well-established, national curriculum frameworks on an as-required basis. In 2014, Steiner Education Australia's submission regarding geography was assessed and added to the recognition of the Australian Steiner Curriculum Framework.

Future directions

ACARA's work plan for the year ahead includes completing actions to improve the Australian Curriculum by addressing themes endorsed by the Education Council; finalising the collection and publication of student work samples and monitoring of the Australian Curriculum.

2.2 Provision of a national assessment program



Purpose

The National Assessment Program (NAP) is the means by which governments, education authorities and schools can determine whether 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).

ACARA manages 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 (ICTL).

NAP tests are constructed to assess knowledge, skills and understandings appropriate for students in particular year levels, to be interesting and engaging for students throughout Australia and to challenge students at all levels of ability.

NAPLAN



The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

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

The test administration authority (TAA) in each state or territory is responsible for administering NAPLAN tests. In February 2015, ACARA and all TAAs signed a memorandum of understanding (MoU) for the administration of NAPLAN. The MoU formalised and strengthened existing processes and procedures for the efficient administration of NAPLAN.

NAPLAN helps parents, carers and educators to see if children are meeting important numeracy and literacy standards. It is used to support school improvement processes by enabling teachers to monitor their students' progress over time and to identify areas of strength and development.

NAPLAN provides parents and carers with an individual report, showing their child's results and a national comparison of their child's performance against other Australian students in their year level.

Achievements

NAPLAN 2015 test development process

The test development process is necessarily rigorous and comprehensive. Each new cycle takes about 18 months to produce high-quality tests. The development of items for the 2015 NAPLAN tests began in November 2013, with review and feedback by states and territories continuing through to July 2014. This was followed by item trialling in August 2014. The results of the trial were then used to construct the NAPLAN 2015 tests, according to detailed specifications. The resulting tests also underwent rigorous and comprehensive review by states and territories, as well as educational measurement experts.

In 2015, for the first time, the NAPLAN writing test consisted of two writing prompts – one for Year 3 and Year 5 students; and a different one for Year 7 and Year 9 students. Both writing tasks were of the persuasive genre. Previously, there was one prompt with one task for students of all year levels tested.

The move to a two-prompt model has allowed for more age-appropriate accessible topics, without changing the demands on individual students. The change was made following extensive consultation with TAAs, content and psychometric experts, as well as other educators and researchers.

The move to two prompts in 2015 is a part of the transition towards improvements to testing that will continue in 2016, and as the tests are moved online, with various enhancements including the use of the tailored test (adaptive) design.

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 the test period. This equating study allows the current year's tests to be reported on the existing NAPLAN assessment scales, which were established in 2008. This process allows tests to be compared across test cycles and students' progress to be tracked across year levels.

The equating studies for the 2015 NAPLAN tests were carried out from late April to early May 2015, with students in approximately 240 schools (who then participated in the 2015 NAPLAN tests).

NAPLAN 2015 administration

Between 12 and 14 May 2015, TAAs administered NAPLAN tests to over one million students across Australia. These tests were administered in accordance with the agreed framework of ACARA's *National Protocols for Test Administration*.

ACARA maintains the protocols in consultation with TAAs. The protocols provide detailed guidance to help ensure uniform and equitable testing conditions for students to provide nationally comparable data. The protocols also address areas such as test material security, as well as guidelines for providing adjustments in test sessions for students with disability. ACARA also makes available key information, including FAQs, on its NAP website to help improve understanding of NAPLAN by parents and schools.

NAPLAN 2014 performance

In August 2014 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 *NAPLAN Summary (Preliminary) Information* in August 2014, four weeks earlier than 2013, which provided an initial overview of NAPLAN results across Australia.

The earlier publication meant NAPLAN individual student reports (ISRs) and school level data could be released earlier than in previous years, with actual dates varying by state and territory. Some states released ISRs at the end of August.

In December 2014 ACARA released the comprehensive *2014 NAPLAN National Report*, which provided a more detailed analysis of the 2014 test results. The report provided a detailed breakdown according to a number of characteristics such as sex, language background other than English, location and indigenous status. The report indicated that performance generally remained steady across year levels and domains.

For the first time, the report included data for a cohort of students who had sat NAPLAN tests in Years 3, 5, 7 and 9. Year 3 students, who participated in the first ever NAPLAN tests in 2008, completed their final NAPLAN tests as Year 9 students in 2014.



NAP sample assessments

NAP – civics and citizenship 2013

In August 2014 ACARA published public and technical reports and finalised school release materials for the NAP – civics and citizenship 2013 sample assessment.

NAP – ICT literacy 2014

The fourth cycle of the NAP–ICTL sample assessment was administered between October and November 2014. Approximately 11,000 students in Year 6 and Year 10 from 649 government and non-government schools participated in the online assessment. Students were from all states and territories including metropolitan, regional and remote areas. The national public report is due to be released in the second half of 2015.

NAP – science literacy 2015

A trial for this sample assessment was held in March 2015 and for the first time was delivered online. The data collected from the trial are being used to inform planning and preparation for the NAP science literacy test to be conducted in October and November 2015 with a sample of students. A review of the science literacy assessment framework was also undertaken to begin the process of aligning the existing framework with the new F–10 Australian Curriculum: Science.



NAP – civics and citizenship 2016

Work has begun on the test development process for the fifth cycle of the NAP–CC sample assessment. The main study will be administered in October and November 2016.

NAPLAN test integrity

In December 2014 ACARA published on the ACARA website the fourth annual report on 2014 NAPLAN test incidents. Test incidents are breaches of the National Protocols for Test Administration.

The number of reported test incidents was very small and did not affect overall NAPLAN results. There were substantiated breaches in less than 0.5 per cent of all schools conducting the tests in 2014. Most of the test incidents reported in 2014 were self-reported by schools. This is a testimony to the professionalism of teachers, educators and school administrators.

ACARA continued to work with stakeholders during 2014–15 to bring greater consistency to the presentation of the test incidents report and develop a broader understanding of the nature of test incidents.

Future directions

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

Online assessment from 2017

In October 2014, federal, state and territory education ministers agreed that NAPLAN will move online from 2017, over a two-to-three year period. NAPLAN online will provide better assessment, more precise results and faster turnaround of information.

An online assessment platform is being built by Education Services Australia, with funds from the Australian Government. It will be used to trial online assessment through the NAP sample program in 2016.

ACARA is working to develop national protocols and the associated operational policy for NAPLAN online. This work, along with the development and implementation of a national communications strategy, will continue until the start of NAPLAN online in 2017.

Online assessment research

ACARA is responsible for developing the NAPLAN tests and for research to support the move online. Significant planning, development, research and trialling are going on behind the scenes to make sure everyone will be ready to move NAPLAN online.

A key element in ACARA's work is a comprehensive research and development program that will assist the preparation for delivery of NAPLAN online tests from 2017.

In September 2014 ACARA released the results of its National Assessment and Surveys Online Program: tailored test design 2013 study.

Key findings from the research, completed by ACARA and funded by the Australian Government Department of Education and Training, have revealed that the tailored test design – a key concept in the move to online assessment – is sound, feasible and more engaging for students. The research also found that as many as 50 per cent of students will have an enhanced assessment experience, particularly high- and low-achieving students.

As students concluded the trials of online tailored test design, they reported feeling more positive and accomplished, regardless of their abilities and educational background. The trials also provided an opportunity for students to be assessed by tests catering to their needs and provided more accurate and timely diagnostic information about student learning needs.

In August and September 2014 ACARA conducted the second trial of the multistage adaptive test ("the tailored test design") in numeracy and reading. A pilot study of spelling, grammar and punctuation was also conducted. Spelling items were delivered to students via audio files. More than 39,000 tests were delivered in 260 schools during the trial period.

In some schools, researchers conducted cognitive interviews with students, designed to investigate the impact of the test design on students' test-taking behaviour. This also involved gathering information about students' interactions with technically enhanced item types and more difficult questions. The results of this research will be published in 2015.

Alignment of assessments with Australian Curriculum – NAPLAN Assessment Framework

As a part of its 2014–15 work plan, ACARA began developing a NAPLAN Assessment Framework to align national assessments with the Australian Curriculum from 2016. The framework, which will be published in 2015, supports the construction of both paper-based and online-delivered NAPLAN tests.

The framework will specify principles underpinning NAPLAN test development. It will also describe the way in which knowledge, skills and understandings, described in the Australian Curriculum: English and Australian Curriculum: Mathematics, are assessed in NAPLAN.

2.3 Provision of a national data collection and reporting program

Overview

ACARA is committed to working with all school sectors to provide a rich array of information on Australian schools and schooling, as well as on student achievement, progress and participation.

ACARA collects and publishes school level data through the [My School website](#) and national and state and territory data through the *National Report on Schooling in Australia*. ACARA also publishes NAPLAN and NAP sample national reports as part of its provision of a national assessment program.

Achievements

The logo for My School, featuring the words "My School" in a blue, handwritten-style font, with a registered trademark symbol (®) to the upper right.

My School 2015

The sixth version of *My School* was released on 5 March 2015, attracting a 50 per cent increase in visits compared to figures for the 2014 release date.

The 2015 *My School* release contained:

- the latest (2014) profile and population data on each school
- outcomes from the 2014 round of NAPLAN testing
- seven years of NAPLAN performance data for comparison
- the latest financial figures on each school, including capital expenditure and sources of funding
- additional data on student attendance, disaggregated, for the first time, by Indigenous status¹
- a refreshed look and feel.

The publication of attendance data by Indigenous status was in response to decisions by the Council of Australian Governments (COAG) and the Education Council on improving school attendance by Indigenous students. From the 2015 reporting year, these data will be reported for Semester 1 and Term 3.

In mid-2014 ACARA commissioned Colmar Brunton to conduct qualitative research with parents, principals, partners and stakeholder groups to evaluate the *My School* website. This research ran in parallel to the Australian Government initiated *My School* Review, conducted by Grahame Cook Consulting and released in March 2015.

The report found that, generally, parents appreciate having a range of information about schools available in the central online location. The report also found *My School* is used by parents as a part of a suite of information sources to make informed decisions about their child's education.

¹ ACARA published school-level attendance data for Semester 1, 2014, disaggregated by Indigenous status, on the *My School* website in December 2014.

The report concluded that, overall, *My School* provides information in one accessible place, in a format that is relatively easy to navigate and understand. It also noted there was some scope for ACARA to make improvements to the site.

ACARA has used this valuable information to make immediate changes to *My School*. Examples are the introduction video for the *My School* homepage – tailored to highlight the purpose of *My School* and the creation of a new infographic that explains ICSEA in plain English.

In response to reviews of the *My School* website, ACARA will collaborate with stakeholders to explore further possible improvements to school level reporting via the website. ACARA will continue to monitor how NAPLAN results are used, provide guidance on proper use and improve ways of enabling schools to benchmark their performance against other schools.





National Report on Schooling in Australia

ACARA is responsible for compiling the annual *National Report on Schooling in Australia* on behalf of the Education Council. Reports are prepared in consultation with jurisdictions and school sectors.

The report addresses key strategies and joint commitments for schooling and details the nationally agreed key performance measures (KPMs) for schooling defined in the *Measurement Framework for Schooling in Australia*.

During 2014–15, the *National Report on Schooling in Australia 2013*, the fifth annual national report on schooling produced by ACARA, was prepared. ACARA also published the main body of the *National Report on Schooling in Australia 2012*.

ACARA also began the collection of data for the *National Report on Schooling in Australia 2014* and the development of an alternative format for its presentation. If approved, the revised format will allow readers to access national data on schooling in a more interactive form and will enable the more timely publication of future reports, starting with the *National Report on Schooling in Australia 2014*.

Student attendance data reporting

From the 2014 reporting year, all states and territories² and the non-government school sectors have implemented the *National Standards for Student Attendance Data Reporting*. In line with ministers' request, these standards were developed by ACARA in collaboration with jurisdictions and sectors.

This will allow the nationally comparable reporting of the national key performance measures (KPMs)³ for the rate of student attendance in Years 1–10 in the *National Report on Schooling in Australia* and other reports from 2014.

During 2014–15, at the direction of COAG and the Education Council, ACARA developed new national and school level measures of the proportion of Years 1–10 students, whose attendance rate is 90 per cent or more, disaggregated by Indigenous status. This will be reported at the school level on the *My School* website from the 2015 reporting year.

The new national KPM has been incorporated in the *Measurement Framework for Schooling in Australia 2015* and will be collected and reported by all jurisdictions, except NSW, from the 2015 reporting year. The non-government school sectors will advise when their systems are able to report this measure using the agreed methodology.

ACARA has revised the *National Standards for Student Attendance Data Reporting* to incorporate the new attendance measures. If approved, the revised standards will be published on the ACARA website in the second half of 2015.

Measurement Framework for Schooling in Australia

The Measurement Framework for Schooling in Australia provides the basis for national reporting on the performance of schooling in Australia, as agreed by education ministers; 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 and, on behalf of Education Council, undertakes a full review of the framework at least every three years.

During 2014–15, ACARA undertook a review of the *Measurement Framework for Schooling in Australia 2012*. The review included an addition of a new KPM for student attendance in line with COAG and Education Council decisions on improving school attendance by Indigenous students.

² Except NSW, which is due to incorporate the standards from 2016.

³ In March 2000, education ministers endorsed the definition of national key performance measures as a set of measures limited in number and strategic in orientation, which provide nationally comparable data on aspects of performance critical to monitoring progress against the national Goals of Schooling in the 21st Century.

A new KPM for Year 4 students undertaking Progress in International Reading Literacy Study (PIRLS) assessment was added after ministerial approval. The measurement framework preamble was updated and the reporting schedule extended for existing KPMs, including the NAP sample, to cover the 2018 reporting year.

The *Measurement Framework for Schooling in Australia 2015* was approved by the Education Council in May 2015. It was published on the ACARA website in July 2015. This edition of the measurement framework will apply to national reporting on schooling from the 2015 reporting year. ACARA will continue to monitor and update the framework where necessary.

Senior secondary or equivalent outcomes

At the direction of COAG and the Education Council, ACARA undertook work to develop measures, using administrative data, to supplement existing measures of progress towards COAG targets for the completion of Year 12 or equivalent, or Australian Qualifications Framework VET Certificate II or III. This work has not been finalised and work on a more comprehensive set of indicators will continue in 2015–16.



Australian Schools List

In 2014–15 ACARA, in conjunction with the National Schools Interoperability Program (NSIP) Steering Group, began work to establish and maintain a current Australian Schools List (ASL). This work will support national assessment and reporting activities.

ACARA and NSIP held consultations with organisations responsible for the authoritative lists of government/non-government schools in each state and territory. The consultation sought to understand how the ASL would integrate with existing processes and systems.

In January 2015 ACARA launched the initial ASL (beta) site. The ASL site is available to government agencies, departments, education services, system developers, vendors and the public. The ASL site sourced its data from the 2014 ACARA *My School* schools list.

During 2015, school registration authorities will be encouraged to move towards providing their current lists of schools to ACARA. This will allow ACARA to update the ASL through the Systems Interoperability Framework (SIF).

Third party data provision

The Data Access Protocols regulate third party access to ACARA data. Data available includes data arising from the National Assessment Program (NAP) and other ACARA data collections, some of which are published and some of which are not in the public domain. They also specify the conditions under which the full datasets on school performance will be accessible to third parties.

In July 2014 ACARA began a review of its *Data Access Protocols 2012*, with the aim of streamlining ACARA's data access processes to facilitate timely provision of data to school authorities and researchers.

The ACARA Board endorsed a draft, revised version of the protocols in April 2015. They were then provided to AEEYSOC for approval in May 2015.

The revised data access protocols help to achieve better access to *My School* information for researchers, as suggested in the 2014 Grahame Cook review of *My School*, while still maintaining important privacy and data quality protections. The updated *Data Access Protocols 2015* have been published on the ACARA website.

3.0 Management and accountability



3.1 Governance and management framework

Overview

ACARA maintains a strong commitment to transparent and ethical governance.

Amongst other responsibilities, 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 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 Education Council
- ACARA in achieving the objectives and outcomes set out in its charter in a collaborative way.

Insurance and indemnities

During 2014–15, 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 Commonwealth Authorities and Companies Act 1997 (CAC Act). Following the enactment of the PGPA Act 2013 in July 2014 (replacing the CAC Act), the Committee operates in compliance with section 45 of the PGPA Act and PGPA Rule section 17 – Audit committee for Commonwealth entities. The Committee Terms of Reference were amended accordingly in August 2014.

The Committee is chaired by Ms Liz Banks. In June 2015 the Committee comprised five members, including two members who are independent of the Board. Two Board members, Emeritus Professor Brian Caldwell and Mr Michael Hewitson, were appointed to the Committee in July 2014 following the retirement of Mr Angus James, Ms Di Kerr and Mr Tony Mackay. The Audit and Risk Committee provides assurance and assistance on ACARA's financial reporting, systems of risk management and oversight and systems of internal control. From 2015–16, monitoring of performance reporting will also be a Committee responsibility, as required by the PGPA Act, with 2015–16 being a transitional year for this requirement.

3.2 Risk management



Overview

ACARA has in place a risk management policy and a risk management framework. These set policies and guidelines for risk management at all levels of the organisation. The 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).

ACARA's Project and Risk Gateway Group was replaced by a Project Management Implementation Group in October to provide consistent oversight and strengthening of project and project level risk management, as well as identification of risks for inclusion in the corporate risk register.

Fraud control

Under Australian Government policy, there is a requirement for all agencies to have a fraud control plan in place. 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. The relevant standards are *Risk management – principles and guidelines* (AS/NZS ISO 31000:2009) and *Australian Standard fraud and corruption control* (AS 8001–2008).

3.3 Financial management

ACARA's financial accountability and reporting responsibilities are set out in the Public Governance, Performance and Accountability Act 2013 and are based on the efficient, effective and ethical use of allocated resources. ACARA works within a financial control framework which ensures it administers its responsibilities appropriately and effectively.

Analysis of financial performance

ACARA reported a deficit of \$653k for 2014-15. This deficit reflects staff redundancies and a prior year accounting adjustment relating to the timing of the recognition of expenses. ACARA's reserves are sufficient to accommodate this deficit.

The percentage breakdown of expenditure for 2014-15 across the five business units was as follows:

- Curriculum including NTC (24.7%)
- Assessment and Reporting including NAPLAN online (36.3%)
- Communications and Strategic Relations (3.9%)
- Office of the CEO including the ACARA Board (8.2%)
- Corporate Services, representing HR, ICT, finance and facilities (27%)



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 Education Council, 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 on funding from state, territory and Commonwealth governments.

Reportable decisions or issues

Under paragraphs 19(1)(c), (d) or (e) of the PGPA Act, ACARA must notify the federal Minister for Education of any significant decisions or issues. There were no significant decisions or issues reportable under these provisions in 2014–15.

3.4 Communications and Strategic Relations

Overview

The Communications and Strategic Relations team is responsible for informing and engaging partners and stakeholders about what we do, how we do it, and the end result of ACARA's work.

Interest in ACARA's work continued to grow in 2014–15, with the team responding to over 500 media queries covering all areas of curriculum, assessment and reporting. Key areas of interest included the release of the Australian Curriculum: work studies; the Australian Curriculum: languages; NAPLAN online; the release of the NAPLAN summary information and national report; and *My School*.

During 2014–15, ACARA released 35 new videos. The most viewed videos were about the updated Australian Curriculum website, *My School* 2015, and the NAP sample assessment – information and communications technology (ICT) literacy.

Communications support

A great deal of communications support, from social media posts and newsletter articles to hosting media and stakeholder briefings, was provided throughout the year for major ACARA releases, projects, publications and events. These included:

- Australian Curriculum: languages releases
- NAPLAN 2014 summary information
- online assessment trials
- National Assessment and Surveys Online Program
- Tailored Test Design Study 2013 (a part of the research program funded by the Australian Government Department of Education and Training)
- NAPLAN 2014 individual student reports
- Australian Curriculum: work studies
- National Assessment Program – ICT literacy sample assessments
- release of the Australian Curriculum Review Report
- National Assessment Program – Civics and Citizenship Report
- NAPLAN 2014 National Report
- NAPLAN 2014 Test Incidents Report
- update of *My School* with school attendance data
- Education Council endorsement of the implementation target for NAPLAN online
- *My School* 2015 release

- independent evaluation on the effectiveness of *My School*
- The Australian Government release of its *My School* review report
- departure of ACARA's inaugural Chairman, Professor Barry McGaw AO
- update of Australian Curriculum website – six language curricula and primary illustrations videos released
- NAPLAN 2015
- new ACARA Chair, Emeritus Professor Steven Schwartz AM.

ACARA continues to work to ensure engagement and understanding by all stakeholders.

New infographics and graphics were created to clearly explain some of our more complex work.



National engagement focus

ACARA's focus is on collaboration and engagement with national partners and stakeholders. During the year, ACARA's executive team attended and presented at over 200 stakeholder engagement opportunities.

Informing the public

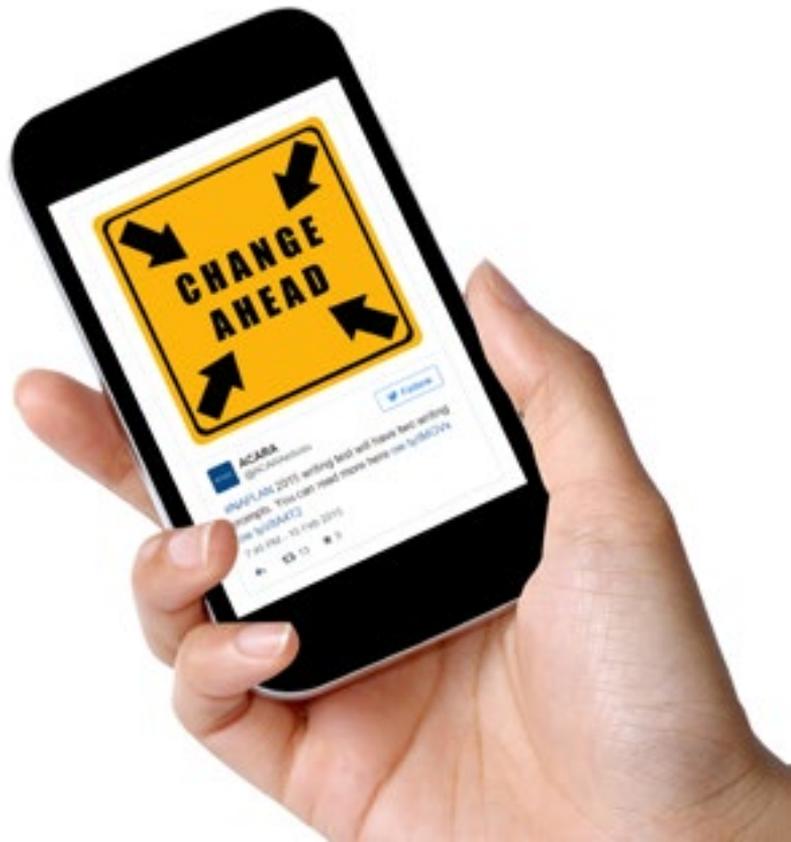
There were 823,815 user sessions of the ACARA website in 2014–15. The Australian Curriculum website had 4.4 million user sessions, and the NAP website had 998,106 user sessions. The *My School* website saw 1,481,126 user sessions this year, with a 50 per cent greater number of user sessions on the day the website was updated for 2015, than the same day in 2014.

The Communications and Strategic Relations team responded to 1,692 queries received through info@acara.edu.au.

There were 24 issues of *ACARA Update* and *ACARA Update Extra* sent to 30,000 subscribers in 2014–15. The newsletter was redesigned in February 2015 to provide readers with a more aesthetic, user-friendly experience.

Social media

Our social media community has developed over the course of 12 months. In July 2014 we had 3,765 followers. By the end of the year, we had grown our followers by 437 per cent to more than 22,000 followers across Facebook, Twitter and LinkedIn.





NAPLAN online

In early 2015, ACARA was asked to lead the national communications initiatives for NAPLAN online, in consultation with and following advice received from the NAP Communications Group. This group consists of communications representatives from all state/territory education authorities, and independent and Catholic schools.

A communications strategy has been developed to provide high-level strategic advice and direction for managing communications through the milestones of transitioning NAPLAN from a paper-based assessment to an online format.

The communications objectives are to:

- help grow support for NAPLAN online / build trust, confidence, understanding and a more positive perception of NAPLAN online
- provide a blueprint for the timely release of consistent and reliable key messages to specific stakeholder groups
- increase engagement that supports change management and aids transition from NAPLAN pen-and-paper to NAPLAN online.

We aim to ensure that stakeholders:

- are aware NAPLAN will transition from a paper-based test to a computer-based test from 2017, on an opt-in basis over a two-to-three year period.
- understand how this will impact them and be clear about the benefits
- know what role and/or responsibility they will have in the change.

ACARA will continue working with partners and stakeholders to ensure students, parents and teachers are kept informed through the transition period.

3.5 Workforce management

Overview

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

Highlights

In 2014–15 ACARA continued to focus on maintaining 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:

- revision of the capability framework linked to role design (position descriptions) and talent acquisition
- implementation of employee leave applications (employee self-service and manager self-service) and time management system for hours of work
- implementation of recruitment and performance cloud-based systems
- development of performance-based workshops for objective setting aligned to ACARA's strategic directions and supporting the employee lifecycle
- implementation of the learning and professional development plan for 2014–2016.

Organisational structure

ACARA is made up of five business units: Curriculum, Assessment and Reporting, Communications and Strategic Relations, Office of the CEO and Corporate Services.

The Assessment and Reporting business unit is responsible for the National Assessment Program (NAP), development of the *My School* website, and the *National Report on Schooling*.

Within the Curriculum business unit, responsibilities are assigned for each of the learning areas. In addition, staff work across teams with defined responsibilities for other key elements of the curriculum, such as general capabilities and cross curriculum priorities.

The Office of the CEO is responsible for statutory reporting, governance (corporate risk management, secretariat support for the Board and the Audit and Risk Committee), legal advice, planning and policy coordination.

The Communications and Strategic Relations team supports ACARA's key areas of work and publications through communications planning and stakeholder engagement. The team is also responsible for the internal communications framework, managing correspondence and ensuring consistency and compliance across ACARA and its sub-brands in terms of ACARA's brand governance requirements.

Corporate Services is responsible for finance, information and communication technology, human resources, contracts and procurement, and business services. ACARA engages specialist outsourcing partners as a cost-effective means of accessing high-quality finance and IT services to complement in-house capability.

Staff profile

As of 30 June 2015, ACARA's workforce comprised 92 direct hires, as well as one staff member on secondment from a state/territory agency.

A key aspect of ACARA's work involves collaboration with a broad network of advisory and reference groups from 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 (from November 2012)
- General Manager, Curriculum, Dr Phil Lambert (from April 2013)
- Chief Operating Officer, Ms Deborrah Lambourne (from September 2010)
- General Manager, Assessment and Reporting, Dr Stanley Rabinowitz (from July 2014)
- Director, Strategic Relations and Communications, Ms Robyn Ziino (from July 2013).

Chief Executive Officer, Mr Robert Randall



Robert Randall was appointed as chief executive officer of the Australian Curriculum, Assessment and Reporting Authority (ACARA) in November 2012. He has worked at ACARA since 2009 and was previously deputy CEO and general manager, curriculum, ACARA. He was previously general manager of the Interim National Curriculum Board.

Robert has significant experience and success in curriculum, assessment and reporting projects, from design through to implementation, at both state and national levels.

Robert began his career as a teacher of mathematics in Perth, before holding a range of positions within and beyond schools in Western Australia, including project leader, monitoring standards in education; manager, assessment and reporting, with the education department; and principal consultant, Interim Curriculum Council of Western Australia. In 1996 Robert was appointed director, curriculum, with the NSW Board of Studies, and in 2001 took up the position of director of curriculum K–12, with the NSW Department of Education and Training.

General Manager, Curriculum, Dr Phil Lambert PSM FACE FACEL



Adjunct Associate Professor, University of Sydney
Adjunct Professor, Nanjing Normal University, China

Dr Phil Lambert has extensive experience in education as a principal, inspector, policy director, assistant director-general, regional director and general manager. He has authored and co-authored books and presented a number of papers and keynote speeches at state, national and international conferences, covering a range of topics.

Phil has a MEd in Educational Administration and Management, and in 2001 he completed his doctorate at the University of Sydney. In 2006 he was conferred Adjunct Associate Professor at the University of Sydney; and in 2011, Adjunct Professor at Nanjing Normal University, China. He is also a Fellow of both the Australian College of Educators and the Australian Council for Educational Leaders. In May 2013, he was visiting professor at Taiwan Southern University.

Chief Operating Officer, Ms Deborah Lambourne



Deborah Lambourne is a senior executive with experience as chief operating officer, chief financial officer, worked as director, financial strategy and planning, and general manager, project management office at the University of Sydney.

Deborah has a strong track record in strategic planning, implementing change management initiatives to achieve greater organisational effectiveness and return on investment.

She has worked in the higher education, financial services and consumer finance sectors.

General Manager, Assessment and Reporting, Dr Stanley Rabinowitz



Dr Stanley Rabinowitz commenced his role as General Manager for Assessment and Reporting at the Australian Curriculum, Assessment and Reporting Authority (ACARA) in July 2014. Some of his key responsibilities involve managing the national assessment programs (NAPLAN and NAP sample), national data reporting, including the *My School* website, and using his experience to launch NAPLAN online in Australia in 2017.

Stanley has joined ACARA after serving as senior program director of WestEd's Assessment & Standards Development Services (ASDS), a program of national scope with more than 100 staff throughout the USA.

In that role, he served as director of the national Center for Standards and Assessments Implementation (CSAI) and the Smarter Balanced Assessment Consortium Project Management Partner (PMP).

Stanley received his PhD in Educational Psychology and Statistics from the State University of New York at Albany, New York, USA.

Director, Communications and Strategic Relations, Ms Robyn Ziino



Robyn Ziino is responsible for ACARA's ongoing positive collaboration with its partners and stakeholders, so they are informed and updated regularly on ACARA's work via appropriate communications and stakeholder relationship initiatives.

Robyn is ACARA's media spokesperson. She manages all external and internal communications, including monitoring of media, newsletters, publications and social media. Robyn is also ACARA's Freedom of Information Officer, as well as an authorised officer for the purposes of the *Public Interest Disclosure Act 2013*.

Robyn has a strong track record covering the fields of stakeholder relations, communication, law, compliance, government relations and regulation, having worked across these fields in both commercial and non-commercial industries for over 20 years.

Robyn holds a Master's of Arts in Professional Communication (major in journalism and public relations), as well as degrees in law (honours), English literature and criminology. She is a qualified lawyer and a certified compliance professional by the Australasian Institute of Compliance.

4.0 Financial performance



4.1 Statement by the accountable authorities

Statement by the Accountable Authorities, Chief Executive Officer and Chief Operating Officer

In our opinion, the attached financial statements for the year ended 30 June 2015 comply with subsection 42(2) of the Public Governance, Performance and Accountability Act 2013 (PGPA Act), and are based on properly maintained financial records as per subsection 41 (2) of the PGPA Act.

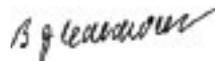
In our opinion, at the date of this statement, there were reasonable grounds to believe that ACARA, the Australian Curriculum, Assessment and Reporting Authority, has sufficient funds to meet its debts and will be able to pay its debts as they fall due to 30 June 2016.

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



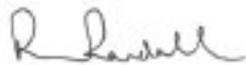
Emeritus Professor Steven Schwartz
Chair, Accountable Authority

Dated this 21st day of August 2015



Emeritus Professor Brian Caldwell
Deputy Chair, Accountable Authority

Dated this 21st day of August 2015



Mr. Robert Randall
Chief Executive Officer

Dated this 21st day of August 2015



Ms. Deborah Lambourne
Chief Operating Officer

Dated this 21st day of August 2015

4.2 Independent auditor's report



INDEPENDENT AUDITOR'S REPORT

To the Minister for Education and Training

I have audited the accompanying annual financial statements of the Australian Curriculum, Assessment and Reporting Authority for the year ended 30 June 2015, which comprise:

- Statement by the Accountable Authorities, Chief Executive Officer and Chief Operating Officer;
- Statement of Comprehensive Income;
- Statement of Financial Position;
- Statement of Changes in Equity;
- Cash Flow Statement;
- Schedule of Commitments; and
- Notes to the financial statements comprising a Summary of Significant Accounting Policies and other explanatory information.

Accountable Authority's Responsibility for the Financial Statements

The directors of the Australian Curriculum, Assessment and Reporting Authority are responsible under the *Public Governance, Performance and Accountability Act 2013* for the preparation and fair presentation of annual financial statements that comply with Australian Accounting Standards and the rules made under that Act. The directors are also responsible for such internal control as is necessary to enable the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the Accountable Authority of the entity, 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. 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) comply with Australian Accounting Standards and the *Public Governance, Performance and Accountability (Financial Reporting) Rule 2015*; and
- (b) present fairly the financial position of the Australian Curriculum, Assessment and Reporting Authority as at 30 June 2015 and its financial performance and cash flows for the year then ended.

Australian National Audit Office



Peter Kerr

Executive Director
Delegate of the Auditor-General
Canberra

21 August 2015

4.3 Financial statements

Australian Curriculum, Assessment and Reporting Authority, ABN 54 735 928 084.
Financial statements for the financial year ended 30 June 2015

Statement of comprehensive income for the year ended 30 June 2015

	Note	2015 \$'000	2014 \$'000
NET COST OF SERVICES			
Expenses			
Employee benefits	3(a)	13,048	14,761
Supplier expenses	3(b)	14,708	22,318
Depreciation and amortisation	3(c)	722	756
Loss on disposal of assets	6(c)	13	-
Total expenses		28,491	37,835
Own source income			
Revenue			
Revenue from Jurisdictions	4(a)	12,502	14,500
Interest	4(c)	227	172
Other revenue	4(d)	554	2
Total own source revenue		13,283	14,674
Net cost of (contribution by) services		(15,208)	(23,161)
Revenue from government	4(b)	14,478	23,755
Surplus / (deficit) attributable to the Australian Government		(730)	594
Other comprehensive income			
Items not subject to subsequent reclassification			
Changes in asset revaluation	6(c)	77	-
Total other comprehensive income		77	-
Total comprehensive income / (deficit) attributable to the Australian Government		(653)	594

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

Statement of financial position as at 30 June 2015

	Note	2015 \$'000	2014 \$'000
Assets			
Financial assets			
Cash and cash equivalents	5(a)	11,512	12,647
Trade and other receivables	5(b)	2,751	5,778
Total financial assets		14,263	18,425
Non-financial assets			
Leasehold incentives	6(a)	599	1,110
Plant and equipment	6(b.c)	238	293
Intangibles	6(d.e)	2	15
Other non-financial assets	6(f)	243	90
Total non-financial assets		1,082	1,508
Total assets		15,345	19,933
Liabilities			
Payables			
Suppliers	7(a)	3,739	6,462
Grants in advance (deferred revenue)	7(b)	7,322	7,471
Other payables	7(c)	536	1,493
Total payables		11,597	15,426
Provisions			
Employee provisions	8	1,571	1,677
Total provisions		1,571	1,677
Total liabilities		13,168	17,103
Net assets		2,177	2,830
Equity			
Retained surplus (accumulated deficit)		2,100	2,830
Reserves		77	-
Total equity		2,177	2,830

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

Statement of changes in equity for the year ended 30 June 2015

	Retained earnings 2015 \$'000	Retained earnings 2014 \$'000	Asset revaluation reserve 2015 \$'000	Asset revaluation reserve 2014 \$'000	Total equity 2015 \$'000	Total equity 2014 \$'000
Opening balance						
Balance carried forward from previous period	2,830	2,236	-	-	2,830	2,236
Adjusted opening balance	2,830	2,236	-	-	2,830	2,236
Comprehensive income						
Surplus / (deficit) for the periods	(730)	191	-	-	(730)	191
Adjustment for correction of error – Note 1.16		403				403
Other comprehensive income	-	-	77	-	77	-
Total comprehensive income	(730)	594	77	-	(653)	594
Closing balance as at 30 June	2,100	2,830	77	-	2,177	2,830

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

Cash flow statement for the year ended 30 June 2015

	Note	2015 \$'000	2014 \$'000
OPERATING ACTIVITIES			
Cash received			
Receipts from Commonwealth, State and Territories		30,028	40,373
Interest	4(c)	227	172
Net GST received		1,756	1,525
Other cash received		410	2
Total cash received		32,421	42,072
Cash used			
Employees		(13,747)	(14,486)
Suppliers		(19,523)	(22,856)
GST paid		(207)	(1,537)
Total cash used		(33,477)	(38,879)
Net cash used by operating activities	9(b)	(1,056)	3,193
INVESTING ACTIVITIES			
Cash used			
Purchase of property, plant and equipment		(79)	(184)
Total cash used		(79)	(184)
Net cash used by investing activities		(79)	(184)
Net decrease in cash held		(1,135)	3,009
<i>Cash and cash equivalents at the beginning of the reporting period</i>		12,647	9,638
Cash and cash equivalents at the end of the reporting period	5(a)	11,512	12,647

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

Schedule of commitments as at 30 June 2015

	2015 \$'000	2014 \$'000
By type		
Commitments receivable		
Net GST recoverable on commitments	(569)	(898)
Total commitments receivable	(569)	(898)
Commitments payable		
Other commitments		
Operating leases ¹	1,663	3,162
Project commitments ²	4,612	6,716
Total commitments payable	6,275	9,878
Net commitments by type	5,706	8,980
By maturity		
Commitments receivable		
Other commitments receivable		
Within 1 year	(527)	(578)
Within 1 to 5 years	(42)	(320)
Total other commitments receivable	(569)	(898)
Total commitments receivable	(569)	(898)
Commitments payable		
Operating lease commitments		
Within 1 year	1,542	1,499
Within 1 to 5 years	121	1,663
Total operating lease commitments¹	1,663	3,162
Project commitments		
Within 1 year	4,275	4,858
Within 1 to 5 years	337	1,858
Total project commitments	4,612	6,716
Total commitments payable	6,275	9,878
Net commitments by maturity	5,706	8,980

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

1 Operating lease represents the accommodation at 255 Pitt St Sydney to July 2016.

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

4.4 Notes to the financial statements

Index to the notes to the financial statements for the year ended 30 June 2015

- 1 Summary of significant accounting policies
- 2 Events after the reporting period
- 3 Expenses
- 4 Own-source income
- 5 Financial assets
- 6 Non-financial assets
- 7 Payables
- 8 Provisions
- 9 Cash flow reconciliation
- 10 Contingent assets and liabilities
- 11 Directors remuneration
- 12 Related party disclosures
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- 14 Financial instruments
- 15 Financial assets and liabilities reconciliation
- 16 Fair value measurement
- 17 Reporting of outcomes
- 18 Budgetary reports and explanations of major variances

1. Summary of significant accounting policies

1.1 Objectives of the entity

The entity is a corporate Commonwealth entity.

The entity is structured to meet the following outcomes:

Outcome 1: to improve the quality and consistency of school education in Australia through the development of a national curriculum.

Outcome 2: development of a national assessment program.

Outcome 3: data collection and school performance reporting system

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

1.2 Basis of preparation of the financial report

The financial statements are general purpose financial statements and are required by section 42 of the Public Governance, Performance and Accountability Act 2013.

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

- Financial Reporting Rule (FRR) for reporting periods ending on or after 1 July 2014; and
- Australian Accounting Standards and Interpretations issued by the Australian Accounting Standards Board (AASB) that apply for the reporting period.

The financial statements have 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 or 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 specifically required by an accounting standard or the FRR, assets and liabilities are recognised in the statement of financial position when and only when it is probable that future economic benefits will flow to the entity or a future sacrifice of economic benefits will be required and the amounts of the assets and liabilities can be reliably measured. However, assets and liabilities arising under executory contracts are not recognised unless required by an accounting standard. Liabilities and assets that are unrecognised are reported in the schedule of commitments or the contingencies note.

Unless alternative treatment is specifically 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 assumptions and estimates have been made that would have a significant impact on the amounts recorded in the financial statements, with the exception of fair value of plant and equipment which is detailed in note 16.

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.

Standard/interpretation	Summary
AASB 1055 Budgetary Reporting	AASB 1055 is a new disclosure requirement as provided in note 18

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.

Standard/interpretation	Applicable for annual reporting periods beginning or ending on	Summary
AASB 9 Financial Instruments	1 July 2015	Expected to have no significant impact.
AASB 2010-7 Amendments to Australian Accounting Standards arising from AASB 9 (December 2010)	1 July 2015	Expected to have no significant impact.
AASB 2013-9 Amendments to Australian Accounting Standards – Conceptual Framework, Materiality and Financial Instruments	1 July 2015	Expected to have no significant impact.
AASB 2014-8 Amendments to Australian Accounting Standards arising from AASB 9 (December 2014) – Application of AASB 9 (December 2009) and AASB 9 (December 2010)	1 July 2015	Expected to have no significant impact.
AASB 2015-3 Amendments to Australian Accounting Standards arising from the Withdrawal of AASB 1031 Materiality	1 July 2015	Expected to have no significant impact.
AASB 2014-4 Amendments to Australian Accounting Standards – Clarification of Acceptable Methods of Depreciation and Amortisation	1 July 2016	Expected to have no significant impact.
AASB 2015-2 Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 101	1 July 2016	Expected to have no significant impact.
AASB 2014-5 Amendments to Australian Accounting Standards arising from AASB 15	1 July 2017	Expected to have no significant impact.
AASB 15 Revenue from Contracts with Customers	1 July 2017	Expected to have no significant impact.
AASB 9 Financial Instruments (December 2014)	1 July 2018	Expected to have no significant impact.
AASB 2014-7 Amendments to Australian Accounting Standards arising from AASB 9 (December 2014)	1 July 2018	Expected to have no significant impact.

1.5 Revenue

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

Revenue from jurisdictions and Government

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 Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) following its April 2009 meeting. Funding for ACARA for the next four years was determined by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) at its October 2011 meeting. As at 30 June 2015, the relevant body was the Education Council.

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, unless ACARA has obtained control of the revenue, in which case it is recorded as revenue. At 30 June 2015 the amount recognised was \$7,322,440 (2014: \$7,471,245) and represents 2015-16 annual contributions from State and Territory jurisdictions, for expenditure to be incurred in the 2015-16 financial year in the delivery of the 2015-16 Work Plan, approved on 29 May 2015 by the Education Council.

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

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

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 incentives	Depreciated replacement cost
Infrastructure, plant and equipment	Market selling price and depreciated replacement cost

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 reversed a previous revaluation decrement of the same asset class that was previously recognised directly in the surplus/deficit. Revaluation decrements for a class of assets were recognised directly in the surplus / (deficit) except to the extent that they reversed 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 recognised in the current, or current and future reporting periods, as appropriate.

Depreciation rates applying to each class of depreciable assets are based on the following useful lives:

	2015	2014
Furniture & fittings	6.75 years	6.75 years
Leasehold incentives	6.75 years	6.75 years
Equipment	3 to 6.75 years	3 to 6.75 years

Impairment

All assets were assessed for impairment at 30 June 2015. 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.

Derecognition

An item of property, plant and equipment is derecognised upon disposal or when no further future economic benefits are expected from its use or disposal.

1.7 Intangibles

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

Software is amortised on a straight line method over the anticipated useful life. The useful life of ACARA's software is 3 years.

All assets were assessed for indications of impairment as at 30 June 2015.

1.8 Employee benefits

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, Employee Benefits) and termination benefits expected within twelve months of the balance date are measured at their nominal amounts.

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

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

Leave

The liability for employee benefits includes provision for annual leave and long service leave. No provision has been made for sick leave as all sick leave entitlements are non-vesting and the average sick leave taken in future years by employees of ACARA is estimated to be less than the annual entitlement for sick leave.

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

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

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.

Superannuation

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

ACARA contributes a minimum of 10.25% 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.

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 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.

Receivables

Trade receivables and other receivables that have fixed or determinable payments that are not quoted in an active market are classified as 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. 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 receivables or held-to-maturity investments held at amortised cost, the amount of the loss is measured as the difference between the asset's carrying amount and the present value of estimated future cash flows discounted at the asset's original effective interest rate. The carrying amount is reduced by way of an allowance account. The loss is recognised in the Statement of Comprehensive Income.

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 the present value of estimated future cash flows discounted at the current market rate for similar assets.

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, 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. 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 the probability of 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:

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

1.15 Insurance

- c) 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 Comparative changes due to prior year error

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 2013 to 30 June 2014. A change was made to suppliers and accruals for the prior year, reducing the accrual by \$403,000. The corresponding entry was an increase to the surplus, as reported in the Statement of Comprehensive Income, of \$403,000.

2. Events after the reporting period

No matter or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of ACARA, the results of those operations, or the state of affairs of ACARA in future financial years.

3. Expenses

	Note	2015 \$'000	2014 \$'000
3 (a) Employee benefits			
Wages and salaries		10,269	11,889
Superannuation – defined contribution plans		1,262	1,265
Leave and other entitlements		870	1,137
Separation and redundancies		647	470
Total employee benefits		13,048	14,761
3 (b) Suppliers			
Goods and services			
Secondments, casual staff, contractors and consultants		3,392	5,481
NAPLAN item development and testing		5,269	9,488
Website development and maintenance		925	977
Travel and accommodation		900	1,060
Staff related expenses – payroll tax and recruitment		908	1,073
Consultants – Curriculum Development		238	1,183
Office infrastructure		364	427
IT expenses		591	565
Audit fees payable to the Australian National Audit Office		48	48
Legal Expenses		279	253
Other operational expenditure		1,095	1,133
		14,009	21,688
Goods supplied in connection with			
External parties		429	550
Total goods supplied		429	550
Services supplied in connection with			
Related parties	12	585	6,497
External parties		12,995	14,641
Total services rendered		13,580	21,138
Total goods and services supplied or rendered		14,009	21,688

3. Expenses (continued)

	Note	2015 \$'000	2014 \$'000
Other suppliers			
Operating lease rentals in connection with			
External parties			
Minimum lease payments		541	499
Workers compensation expense		158	131
Total other suppliers		699	630
Total Suppliers		14,708	22,318
3 (c) Depreciation and amortisation			
Property, plant and equipment		709	712
Intangibles		13	44
Total depreciation and amortisation		722	756

4. Own-source income

	2015 \$'000	2014 \$'000
Own source		
4 (a) Revenue from jurisdictions		
State and Territory Governments	12,502	14,500
Total revenue from jurisdictions	12,502	14,500
Government		
4 (b) Revenues from Government		
Australian Government – Department of Education and Training	14,478	23,755
Total revenue from government	14,478	23,755
4 (c) Interest		
Bank deposits	227	172
Total interest	227	172
4 (d) Other revenue		
Rendering of services in connection with external parties	554	2
Total other revenue	554	2

5. Financial assets

	2015 \$'000	2014 \$'000
5 (a) Cash and cash equivalents		
Cash on hand or on deposit	11,512	12,647
Total cash and cash equivalents	11,512	12,647
5 (b) Trade and other receivables		
Goods and services receivables in connection with		
Related parties	513	735
External Parties	2,121	4,804
Total goods and services receivables	2,634	5,539
Other receivables		
GST	117	239
Total trade and other receivables	2,751	5,778
Trade and other receivables expected to be recovered		
No more than 12 months	2,751	5,778
More than 12 Months	-	-
Total trade and other receivables	2,751	5,778
Trade and other receivables are aged as follows		
Not overdue	627	887
Overdue by:		
0 to 30 days	-	-
31 to 60 days	2,124	2,778
61 to 90 days	-	-
More than 90 days	-	2,113
Total trade and other receivables	2,751	5,778

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

	2015 \$'000	2014 \$'000
6 (a) Leasehold incentives		
Leasehold incentives		
Fair value	599	3,554
Accumulated depreciation	-	(2,444)
Total leasehold incentives	599	1,110
6 (b) Plant and equipment		
Fair value	238	976
Accumulated depreciation	-	(683)
Total plant and equipment	238	293
Total non-financial assets	837	1,403

No indications of impairment were found for plant and equipment.

Revaluations are conducted in accordance with the revaluation policy stated at note 16.

All revaluations of non-financial assets were conducted by an independent valuer (Australian Valuation Solutions) as at 30 June 2015. All increments were transferred to the asset revaluation surplus by asset class and included in the equity section of the statement of financial position.

6 (c) Reconciliation of opening and closing balances plant and equipment 2015	Leasehold incentives \$'000	Plant and equipment \$'000	Total \$'000
Total as at 1 July 2014	1,110	293	1,403
Additions- by purchase	-	79	79
Reclassified asset	9	(9)	-
Revaluations	13	64	77
Loss on disposal of assets	-	(13)	(13)
Depreciation / amortisation expense	(533)	(176)	(709)
Total as at 30 June 2015	599	238	837

<i>Reconciliation of opening and closing balances plant and equipment 2014</i>	Leasehold incentives \$'000	Plant and equipment \$'000	Total \$'000
Total as at 1 July 2013	1,643	288	1,931
Additions – by purchase		184	184
Disposals	-	-	-
Depreciation / amortisation expense	(533)	(179)	(712)
Total as at 30 June 2014	1,110	293	1,403

<i>6 (d) Intangibles</i>	2015 \$'000	2014 \$'000
Computer software		
Software at cost	8	599
Accumulated amortisation	(6)	(584)
Total computer software	2	15
Total Intangibles	2	15

No indications of impairment were found for intangibles. No intangibles are expected to be sold or disposed of within the next 12 months. Software with a cost of \$590,811 and accumulated amortisation of \$590,811, were written off during the year.

<i>6 (e) Reconciliation of opening and closing balances intangibles (software)</i>	2015 \$'000	2014 \$'000
Total as at 1 July 2014	15	59
Additions –external purchases	-	-
Disposals	-	-
Amortisation expense	(13)	(44)
Total as at 30 June 2015	2	15

<i>6 (f) Other non-financial assets</i>	2015 \$'000	2014 \$'000
Prepayments – no more than 12 months	243	90
Total other non-financial assets	243	90

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

7. Payables

	2015 \$'000	2014 \$'000
7 (a) Suppliers		
Trade creditors and accruals	3,739	6,462
Total suppliers	3,739	6,462
Suppliers expected to be settled		
No more than 12 months	3,739	6,462
Total suppliers	3,739	6,462
Suppliers in connection with		
Related parties	535	1,355
External parties	3,204	5,107
Total suppliers	3,739	6,462

Settlement was usually made net 30 days

7 (b) Grants in advance		
States & Territories Grant 2015/16 Contribution	7,322	7,471
Commonwealth Project Funds	-	-
Total grants in advance	7,322	7,471
7 (c) Other payables		
Wages and salaries	-	327
Superannuation	-	32
Provision for redundancies	-	148
Rent Subsidy – 255 Pitt St Sydney	536	986
Total other payables	536	1,493
Other payables are expected to be settled		
No more than 12 months	494	957
More than 12 months	42	536
Total other payables	536	1,493

8. Provisions

	2015 \$'000	2014 \$'000
Employee provisions		
Leave	1,571	1,677
Total employee provisions	1,571	1,677
Employee provisions expected to be settled		
Not more than 12 months	912	1,030
More than 12 months	659	647
Total employee provisions	1,571	1,677

9. Cash flow reconciliation

Reconciliation of cash and cash equivalents as per statement of financial position to Cash Flow Statement

	Note	2015 \$'000	2014 \$'000
9 (a) Cash and cash equivalents as per			
Cash Flow Statement		11,512	12,647
Statement of financial position	5(a)	11,512	12,647
Discrepancy		-	-
9 (b) Reconciliation of net cost of services to net cash from / (used by) operating activities			
Total comprehensive income / (deficit)		(730)	594
Adjustments for non-cash items			
Depreciation / amortisation		722	756
Loss on disposal of plant and equipment		13	-
Changes in assets/liabilities			
(Increase) / Decrease in net receivables		3,027	(3,946)
(Increase) / Decrease in other non-financial assets		(153)	145
Increase / (Decrease) in suppliers payables		(2,777)	(247)
Increase / (Decrease) in grants in advance		(149)	6,046
Increase / (Decrease) in other payables		(957)	(208)
Increase / (Decrease) in employee provisions		(52)	53
Net cash from operating activities		(1,056)	3,193

10. Contingent assets and liabilities

There are no contingent assets or liabilities at 30 June 2015.

11. Directors remuneration

	2015	2014
\$Nil – \$29,999	16	11
\$30,000 – \$59,999	-	1
\$60,000 – \$89,000	2	-
\$90,000 – \$119,999	-	1
Total number of non-executive directors	18	13
The total remuneration received or due and receivable by non-executive directors of ACARA, represents sitting fees as prescribed.	\$199,755	\$206,194

The directors of ACARA are appointed by the Minister for Education

12. Related party disclosures

The following persons were Directors of ACARA during the year:

Emeritus Professor Steven Schwartz, Professor Barry McGaw, Emeritus Professor Brian Caldwell, Mr Michael Hewitson, Mr Stephen Gniel, Ms Valerie Gould, Dr Paul Sharkey, Ms Patrea Walton, Mr Tom Alegounarias, Mr John Firth, Ms Helen Wildash, Emeritus Professor Patrick Garnett, Ms Liz Banks, Dr David Howes, Mr Paul Hewitt, Dr Tim McDonald, Ms Jayne Johnston and Ms Susan Bowden.

The following directors retired at 7th of May 2015: Professor Barry McGaw, Mr Tom Alegounarias, Mr John Firth and Ms Helen Wildash. A further director, Paul Sharkey, retired on 15 June 2015.

Several directors of ACARA held 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.

<i>Related party disclosures (continued)</i>	2015 \$	2014 \$
Transactions with directors or director related entities	585,391	6,497,185

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

Australian Council for Educational Research	-	5,194,135
Education Services Australia	-	997,785
Victorian Curriculum Assessment Authority	4,000	46,821
SA Dept. of Education and Child Development	-	33,374
University of Melbourne	26,218	36,966
Queensland Dept. of Education, Training and Employment	650	11,835
WA School Curriculum and Standards Authority	97,367	14,852
Office of Board of Studies, Teaching and Educational Standards NSW	457,155	148,657
Department of Education Tasmania	-	12,760
	585,391	6,497,185

13. Senior management personnel remuneration

<i>13 (a) Senior management personnel remuneration expense for the reporting period</i>	2015 \$	2014 \$
Short-term employee benefits:		
Salary	1,338,177	1,279,765
Allowances	-	-
Total short-term employee benefits	1,338,177	1,279,765
Post-employment benefits:		
Superannuation	147,191	120,091
Total post-employment benefits	147,191	120,091
Other long-term benefits:		
Annual leave accrued	112,111	106,632
Long-service leave	33,633	31,990
Total other long-term benefits	145,744	138,622
Termination benefits	-	-
Total senior executive remuneration expenses	1,631,112	1,538,478

The total number of senior management personnel that are included in the above table are 5 individuals (2014: 5 individuals)

14. Financial instruments

<i>14 (a) Categories of financial instruments</i>	Note	2015 \$'000	2014 \$'000
Financial assets			
Receivables			
Cash on hand or cash equivalents	5(a)	11,512	12,647
Trade and other receivables	5(b)	2,634	5,539
Total receivables		14,146	18,186
Total financial assets		14,146	18,186
Financial liabilities			
Financial liabilities measured at amortised cost			
Trade creditors	7(a)	3,739	6,462
Other payables	7(c)	536	1,493
Total financial liabilities measured at amortised cost		4,275	7,955
Total financial liabilities		4,275	7,955

Note GST is not a financial instrument and 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.

<i>14 (b) Net gains or lossess on financial assets</i>	Note	2015 \$'000	2014 \$'000
Receivables			
Interest revenue from bank deposits	4(c)	227	172
Net gain on receivables		227	172
Net gain on financial assets		227	172

14 (c) Credit risk

ACARA is exposed to minimal credit risk as financial assets consist of cash held with NAB 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 \$2,634,492 (2014: \$5,539,962).

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.

	Note	2015 \$'000	2014 \$'000
Financial assets			
Trade and other receivables:			
Debtors	5(b)	2,634	5,539
Total		2,634	5,539

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

	Not past due nor impaired 2015 \$'000	Not past due nor impaired 2014 \$'000	Past due or impaired 2015 \$'000	Past due or impaired 2014 \$'000
Debtors	510	648	2,124	4,891
Total	510	648	2,124	4,891

14 (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.

Maturities for non-derivative financial liabilities in 2015

The maturities for non-derivative financial liabilities is within 1 year for the trade creditors of \$3,738,796 (2014: 6,459,895).

ACARA had no derivative financial liabilities in either 2015 or 2014

14 (e) Market risk

ACARA holds basic financial instruments that did not expose ACARA to certain market risks, such as 'Currency risk' and 'Other price risk'.

14 (f) Interest rate risk

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

15. Financial assets and liabilities reconciliation

15 (a) Financial asset reconciliation

	Note	2015 \$'000	2014 \$'000
Total financial assets as per statement of financial position		14,263	18,425
Less: non-financial instrument components			
Other receivables	5(b)	117	239
Total non-financial instrument components		117	239
Total financial assets per financial instruments note		14,146	18,186

15 (b) Financial liabilities reconciliation

Total financial liabilities as per statement of financial position		11,597	15,426
Less: non-financial instrument components			
Grants In Advance 7(b)		7,322	7,471
Total non-financial instrument components		7,322	7,471
Total financial liabilities per financial instruments note		4,275	7,955

16. Fair value measurement

16 (a) Fair value measurements

The following table provides an analysis of assets and liabilities that are measured at fair value.

The different levels of hierarchy are defined below.

- Level 1:** Quoted prices (adjusted) in active markets for identical assets or liabilities that the entity can access at measurement date.
- Level 2:** Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly.
- Level 3:** Unobservable inputs for the asset or liability.

Fair value measurements, valuation techniques and inputs used

	Fair value measurements at the end of the reporting period using		For Levels 2 and 3 fair value measurements				Sensitivity of the fair value measurement to changes in unobservable inputs
	2015 \$'000	2014 \$'000	Category (Level 1,2 or 3)	Valuation techniques(s)	Inputs used	Range (Weighted average)	
Non-financial assets							
Leasehold improvements	599	1,110	Level 3	Depreciated Replacement Cost (DRC)	Replacement Cost New (price per square metre)		
					Consumed economic benefit / Obsolescence of asset	14.8% per annum	
Infrastructure, plant and equipment	154	–	Level 2	Market Approach	Adjusted market transactions		
	84	293	Level 3	Depreciated Replacement Cost (DRC)	Replacement Cost New (price per square metre)		
					Consumed economic benefit / Obsolescence of asset	20% – 14.8% (20%) per annum	A significant increase (decrease) in this consumed economic benefit / obsolescence of the asset would result in a significantly lower (higher) fair value measurement.
Total non-financial assets	837	1,403					

1. The entity did not measure any non-financial assets at fair value on a non-recurring basis as at 30 June 2015.
2. There have been changes to the valuation techniques for assets in the infrastructure, plant and equipment class. In instances where sufficient observable inputs, such as market transactions of similar assets, were identified in this financial year, the valuation technique was changed from a Depreciated Replacement Cost (DRC) approach to a Market approach. There were no other changes in valuation technique from the previous reporting period.

3. Fair value measurements

ACARA's assets are held for operational purposes and not held for the purposes of deriving a profit. The current use of all non-financial assets are considered their highest and best use.

4. Recurring and non-recurring Level 3 fair value measurements – valuation processes

A review is undertaken by management at least yearly. ACARA engaged Australian Valuation Solutions (AVS) to undertake a full valuation at 30 June 2015.

There have been no transfers between level 1 and level 2 of the hierarchy during the year.

Significant Level 3 inputs utilised by the entity are derived and evaluated as follows:

Recurring level 3 fair value measurements – reconciliation for assets						
	Non-financial assets					
	Leasehold incentives		Infrastructure, plant and equipment		Total	
	2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
As at 1 July	1,110	1,643	293	288	1,403	1,931
Depreciation	(533)	(533)	(176)	(179)	(709)	(712)
Reclassified asset	9	-	(9)	-	-	-
Purchases	-	-	79	184	79	184
Revaluation	13	-	64	-	77	-
Transfers out of Level 3	-	-	(154)	-	(154)	-
Loss on disposal	-	-	(13)	-	(13)	-
Total as at 30 June	599	1,110	84	293	683	1,403

17. Reporting of outcomes

ACARAs work contributes towards the one 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.

Major classes of revenue and expenses by outcome are shown in the Statement of Comprehensive Income. Major classes of assets and liability by outcome are shown in the Statement of Financial Position.

18. Budgetary reports and explanations of major variances

18 (a) Departmental budgetary reports

The following tables provide a comparison of the original budget as presented in the 2014-15 Portfolio Budget Statements (PBS) to the 2014-15 final outcome as presented in accordance with Australian Accounting Standards for the entity. The Budget is not audited.

Statement of comprehensive income for the year ended 30 June 2015

	Actual 2015 \$'000	Budget estimate original ¹ 2015 \$'000	Variance ² 2015 \$'000
NET COST OF SERVICES			
Expenses			
Employee benefits	13,048	12,991	57
Supplier expenses	14,708	13,779	929
Depreciation and amortisation	722	750	(28)
Loss on disposal of assets	13	-	13
Total expenses	28,491	27,520	971
Own source income			
Revenue			
Revenue from jurisdictions	12,502	12,450	52
Interest	227	220	7
Other revenue	554	-	554
Total own source revenue	13,283	12,670	613
Net cost of (contribution by) services	(15,208)	(14,850)	(358)
Revenue from Government	14,478	14,850	(372)
Surplus / (deficit) attributable to the Australian Government	(730)	-	(730)
Other comprehensive income	-	-	
Changes in asset revaluation	77	-	77
Total comprehensive income / (deficit) attributable to the Australian Government	(653)	-	(653)

1. The entity's original budgeted financial statement that was first presented to parliament in respect of the reporting period.

2. Between the actual and original budgeted amounts for 2015. Explanations of major variances are provided below.

Statement of financial position as at 30 June 2015

	Actual 2015 \$'000	Budget estimate original ¹ 2015 \$'000	Variance ² 2015 \$'000
Assets			
Financial assets			
Cash and cash equivalents	11,512	4,273	7,239
Trade and other receivables	2,751	175	2,576
Total financial assets	14,263	4,448	9,815
Non-financial assets			
Leasehold incentives	599	630	(31)
Plant and equipment	238	440	(202)
Intangibles	2	6	(4)
Other non-financial assets	243	130	113
Total non-financial assets	1,082	1,206	(124)
Total assets	15,345	5,654	9,691
Liabilities			
Payables			
Suppliers	3,739	1,887	(1,852)
Grants In Advance (deferred revenue)	7,322	-	(7,322)
Other payables	536	510	(26)
Total payables	11,597	2,397	(9,200)
Provisions			
Employee provisions	1,571	1,020	(551)
Total provisions	1,571	1,020	(551)
Total liabilities	13,168	3,417	(9,751)
Net assets	2,177	2,237	(60)
Equity			
Retained surplus (accumulated deficit)	2,100	2,237	(137)
Reserves	77	-	77
Total equity	2,177	2,237	(60)

1. The entity's original budgeted financial statement that was first presented to parliament in respect of the reporting period.

2. Between the actual and original budgeted amounts for 2015. Explanations of major variances are provided below.

Statement of changes in equity for the year ended 30 June 2015

	Retained earnings			Asset revaluation reserve			Total equity		
	Actual 2015 \$'000	Budget estimate original ¹ 2015 \$'000	Variance ² 2015 \$'000	Actual 2015 \$'000	Budget estimate original ¹ 2015 \$'000	Variance ² 2015 \$'000	Actual 2015 \$'000	Budget estimate original ¹ 2015 \$'000	Variance ² 2015 \$'000
Opening balance									
Balance carried forward from previous period	2,830	2,237	593	-	-	-	2,830	2,237	593
Adjusted opening balance	2,830	2,237	593	-	-	-	2,830	2,237	593
Comprehensive income									
Surplus / (deficit) for the period(s)	(730)	-	(730)	-	-	-	(730)	-	(730)
Other comprehensive income	-	-	-	77	-	77	77	-	77
Total comprehensive income	(730)	-	(730)	77	-	77	(653)	-	(653)
Closing balance as at 30 June	2,100	2,237	(137)	77	-	77	2,177	2,237	(60)

¹ The entity's original budgeted financial statement that was first presented to parliament in respect of the reporting period.

² Between the actual and original budgeted amounts for 2015. Explanations of major variances are provided below.

Cash flow statement for the year ended 30 June 2015

	Actual 2015 \$'000	Budget estimate original ¹ 2015 \$'000	Variance ² 2015 \$'000
OPERATING ACTIVITIES			
<i>Cash received</i>			
Receipts from jurisdictions	30,028	27,300	2,728
Interest	227	220	7
GST received	1,756	-	1,756
Other cash received	410	-	410
Total cash received	32,421	27,520	4,901
<i>Cash used</i>			
Employees	(13,747)	(12,991)	(756)
Suppliers	(19,523)	(16,650)	(2,963)
GST paid	(207)	-	(207)
Total cash used	(33,477)	(29,557)	(3,926)
Net cash from operating activities	(1,056)	(2,031)	975
INVESTING ACTIVITIES			
<i>Cash received</i>			
Investments	-	-	-
Total cash received	-	-	-
<i>Cash used</i>			
Purchase of property, plant and equipment	(79)	(250)	171
Total cash used	(79)	(250)	171
Net cash used by investing activities	(79)	(250)	171
FINANCING ACTIVITIES			
Net cash used by financing activities	-	-	-
Net decrease in cash held	(1,135)	(2,281)	1,146
Cash and cash equivalents at the beginning of the reporting period	12,647	6,559	6,093
Cash and cash equivalents at the end of the reporting period	11,512	4,273	7,239

1. The entity's original budgeted financial statement that was first presented to parliament in respect of the reporting period.

2. Between the actual and original budgeted amounts for 2015. Explanations of major variances are provided below.

18 (b) Departmental major budgetary variances for 2014-15

Variances are considered to be 'major' based on the following criteria:

- the variance between budget and actual is greater than 10%; and
- an item below this threshold but is considered important for the reader's understanding or is relevant to an assessment of the discharge of accountability and to an analysis of performance of ACARA.

ACARA's activities and work plan are reviewed by the Education Council during the course of the year, at which time ACARA can be requested to alter the focus of its work plan deliverables which is reflected in the actual results.

Statement of comprehensive income

1. Supplier Expenses – Higher than expected expenditure on NAPLAN project expenses was the reason for this variance.
2. Other Revenue – An international project with the Kingdom of Saudi Arabia was the reason for the variance.
3. Revenue from Government – A change in the project agreements with the Commonwealth Department of Education and Training resulted in less project revenue directed to ACARA.
4. Changes in asset revaluation – ACARA engaged an independent review of assets at 30 June 2015, which resulted in an increment to the fair value of assets.

Statement of financial position

1. Cash and cash equivalents – Cash received from the early payment of 2015/16 State and Territory contributions and the timing difference associated with Suppliers payments represent the variance.
2. Trade and other receivables – This represents the value of outstanding contributions invoiced to States and Territories for 2015/16. Invoicing to the States and Territories was not anticipated at the time of preparing the budget.
3. Plant and equipment – The under spend of capital equipment is a result of ACARA moving some IT services to the Cloud and a review of organisational requirements.
4. Suppliers – The increase in outstanding Suppliers was a result of further engagement of suppliers for work associated with the NAPLAN online development.
5. Grants In Advance – At the time of setting the budget ACARA had no anticipation of the States and Territories paying in advance.
6. Employee provisions – At the time of setting the budget ACARA did not anticipate recognition of employee long service leave continuity from previous government agencies.

Statement of changes in equity

Surplus / (deficit) for the period – The net effect of redundancies and two grants received for which costs have not been incurred, explains the net variance.

Cash flow statement

1. Receipts from Jurisdictions – Payment of State and Territory contributions for 2015/16 paid in advance, the timing of which is at the discretion of the respective State and Territory.
2. Net GST received – Net outcome from the recovery of GST on Supplier payments and GST collected on invoices raised.
3. Other cash received – A new international project with the Kingdom of Saudi Arabia was the reason for the variance.
4. Suppliers – Payments to Supplier were greater than anticipated due to the additional work associated with the NAPLAN project.
5. Purchase of property, plant and equipment – The under spend of capital equipment is a result of ACARA moving some IT services to the Cloud and a review of organisational requirements.

5.0 Additional information



5.1 Board and committee membership

Board membership

Membership of the ACARA Board is established under section 13 of the ACARA Act, and comprises nominees of education ministers and national peak non-government school bodies, agreed to by the Education Council. The ACARA Board held eight meetings and two teleconference meetings during the 2014–15 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.

Retired from the Board on 7 May 2015.



Chair – Emeritus Professor Steven Schwartz

Emeritus Professor Steven Schwartz AM is Executive Director, Council for the Humanities, Arts and Social Sciences. He was previously Vice-Chancellor of Macquarie University, Monash University and Brunel University (UK). Qualifications held: BA, MS, PhD.

Appointed to the Board on 16 June 2015.



Deputy Chair – Emeritus Professor Brian Caldwell

Emeritus Professor Brian Caldwell is Managing Director and Principal Consultant at Educational Transformations and Emeritus Professor and Honorary Professorial Fellow at the University of Melbourne, where he served as Dean of Education from 1998 to 2004. He served as Dean of Education at the University of Tasmania from 1989 to 1990. Previously he served as a teacher of mathematics and science in Victoria and Alberta, Canada, and held academic posts at the University of Alberta.

Emeritus Professor Caldwell is a fellow and life member of both the Australian College of Educators (ACE) and the Australian Council for Educational Leaders (ACEL). He is a recipient of the College Medal of ACE and the Gold Medal of ACEL, and has served as President of ACEL and Deputy Chair of the Australian Council for Educational Research. He is Patron of ACEL (Victoria). Qualifications held: BSci, BEd, MEd, PhD, EdD (honoris causa).



Mr Tom Alegounarias

Tom Alegounarias is President of the Board of Studies, Teaching and Educational Standards NSW, and nominee of the NSW education minister. Qualifications held: BEc, DipEd.

Retired from the Board on 7 May 2015.



Ms Liz Banks

Liz Banks is Deputy Secretary of the Early Years and Schools Division in the Tasmanian Department of Education and Training, and nominee of the Tasmanian education and training minister. Qualifications held: BEd, TTC, DipT.



Ms Susan Bowden

Susan Bowden is the Deputy Chief Executive, Northern Territory Department of Education, and nominee of the NT education minister. Qualifications held: BEd, MEDL.



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.

Retired from the Board on 7 May 2015.



Emeritus Professor Patrick Garnett

Emeritus Professor 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, CompleAust, MACE.



Mr Stephen Gniel

Stephen Gniel is the Deputy Director-General, Education Strategy, Australian Capital Territory Directorate of Education and Training, and nominee of the ACT education minister. Qualifications held: BEd, MBA.



Ms Valerie Gould

Valerie Gould is Executive Director of the Association of Independent Schools, Western Australia, and nominee of the Independent Schools Council of Australia. She is also a Fellow of the Australian Council for Education Leadership (ACEL) and the Australian College of Educators (FACE). Qualifications held: BEd, DipEd.



Mr Paul Hewitt

Mr Paul Hewitt is Executive Director of Curriculum, Teaching and Assessment, New South Wales Board of Studies, Teaching and Educational Standards and nominee of the NSW education minister. Qualifications held: MA, Grad DipEd, DipT.

Appointed to the Board on 16 June 2015.



Mr Michael Hewitson AM

Michael Hewitson AM is the retired foundation principal of Trinity College, Gawler, now Councillor for Unley (South Australia), Fellow of the Australian College of Education (FACE), and nominee of the federal education minister. Qualifications held: BSc(Hons) Dip Ed B.Ed.



Dr David Howes

Dr David Howes is Executive Director of the Curriculum Division, Victorian Curriculum and Assessment Authority, and nominee of the Victorian education minister. Qualifications held: BA (Hons), Dip Ed, MEd, PhD.

Appointed to the Board on 16 June 2015.



Ms Jayne Johnston

Ms Jayne Johnston is Chief Education Officer, South Australian Department for Education and Child Development, and nominee of the SA education minister. Qualifications held: Master of Science Education, WA Teachers' Higher Certificate, Bachelor of Education, Bachelor of Science (Commerce and Economics).

Appointed to the Board on 16 June 2015.



Dr Tim McDonald

Dr Tim McDonald is Executive Director of Catholic Education WA and nominee of the National Catholic Education Commission. Qualifications held: Education Doctorate, Master of Education, Bachelor of Education (Hons), Diploma of Teaching.

Appointed to the Board on 16 June 2015.



Dr Paul Sharkey

Dr Paul Sharkey is Director of Catholic Identity and Educational Services at the Catholic Education Office, Melbourne, and nominee of the National Catholic Education Commission. Qualifications held: Doctor of Philosophy, Master of Theology, Master of Education (Leadership and Management), Master of Assessment and Evaluation, Grad Dip Ed; Bachelor of Theology.

Retired from the Board on 16 June 2015.



Ms Patrea Walton

Patrea Walton is Deputy Director-General, Queensland Department of Education and Training and nominee of the Queensland education minister. Qualifications held: BEd, DipT.



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), Grad DipT, BEd.

Retired from the Board on 7 May 2015.

Board tenures

Members	Initial appointment	Appointment ending
Prof. Barry McGaw AO	May 2009	May 2015
Emeritus Prof. Steven Schwartz	June 2015	May 2018
Emeritus Prof. Brian Caldwell	July 2014	May 2017
Mr Tom Alegounarias	May 2009	May 2015
Ms Susan Bowden	July 2013	May 2018
Ms Liz Banks	May 2012	May 2018
Mr John Firth	May 2009	May 2015
Emeritus Prof. Patrick Garnett	May 2012	May 2018
Mr Stephen Gniel	July 2014	May 2017
Ms Valerie Gould	July 2014	May 2017
Mr Paul Hewitt	June 2015	May 2018
Mr Michael Hewitson	July 2014	May 2017
Dr David Howes	June 2015	May 2018
Ms Jayne Johnson	June 2015	May 2018
Dr Tim McDonald	June 2015	May 2018
Dr Paul Sharkey	July 2014	June 2015
Ms Patrea Walton	July 2014	May 2017
Ms Helen Wildash	May 2009	May 2015

Board members may be reappointed. Maximum period of appointment cannot exceed six years.

Audit and Risk Committee membership

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

Ms Liz Banks (*Chair, appointed as Chair 16 July 2014*)

Emeritus Prof. Brian Caldwell (*appointed to the Committee 16 July 2014*)

Mr Paul Crombie (*independent member*)

Mr Michael Hewitson (*appointed to the Committee 16 July 2014*)

Mr Gilbert Smith (*independent member*)

5.2 Board and committee meetings

Board meetings

Date	Meeting	Apologies	Location
3 July 2014	Meeting 51	Tom Alegounarias	255 Pitt Street, Sydney
14 August 2014	Board teleconference	Susan Bowden, Helen Wildash	Teleconference
21 August 2014	Meeting 52	Liz Banks, Susan Bowden	255 Pitt Street, Sydney
9 October 2014	Meeting 53	Helen Wildash, Paul Sharkey	255 Pitt Street, Sydney
13 November 2014	Board teleconference	Susan Bowden	Teleconference
27 November 2014	Meeting 54	Nil	255 Pitt Street, Sydney
12 February 2015	Meeting 55	Susan Bowden, Tom Alegounarias	Video/Teleconference
27 February 2015	Meeting 56	Patrea Walton	255 Pitt Street, Sydney
20 April 2015	Meeting 57	Patrea Walton	255 Pitt Street, Sydney
25 June 2015	Meeting 58	Susan Bowden, Jayne Johnston	255 Pitt Street, Sydney

Committees of the Board

Audit and Risk Committee

Date	Meeting	Apologies	Location
12 August 2014	Meeting 25	Brian Caldwell	255 Pitt Street, Sydney
18 November 2014	Meeting 26	Nil	255 Pitt Street, Sydney
10 February 2015	Meeting 27	Nil	255 Pitt Street, Sydney
4 May 2015	Meeting 28	Liz Banks	255 Pitt Street, Sydney

5.3 Advisory groups and membership

ACARA is supported by a number of advisory groups that provide input and expertise across all ACARA's work priorities.

ACARA's reference groups ensure that jurisdictions/organisations have regular and meaningful opportunities to provide advice to ACARA. Members are required to represent high-level views of their jurisdiction/organisation on matters discussed by the reference groups and ensure, as far as practicable, that information relating to the work of the reference groups is communicated to all relevant parts of their jurisdiction/organisation. The member organisations are listed under their respective reference group.

All other groups provide expert advice and development input. Membership is granted through a nomination process by jurisdictions and organisations and/or due to expertise in a given field.



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 ACARA's areas of responsibility. The group comprises people with demonstrated expertise in Aboriginal and Torres Strait Islander education and community engagement.

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.

F–12 Curriculum Reference Group

The F–12 Curriculum Reference Group gives high-level advice to the ACARA executive on advancing 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.

It has representatives from all departments of education, curriculum authorities (where these are separate from a department), the Catholic and independent school sectors.

General Capabilities Advisory Group

The General Capabilities Advisory Group provides ACARA with expert guidance and advice on further development of general capabilities and their representation across the curriculum. The group consists of leading academics with expertise in general capabilities, members of peak national bodies aligned with the general capabilities, community members, school educators and representatives of education authorities.

Learning area / subject national panels and advisory groups

National panels are responsible for providing state, territory, and professional association feedback to ACARA at key points in the shaping and writing phases of the curriculum development process. In particular, the panels identify from their perspectives key risks, challenges and opportunities at those critical points.

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

Marking Quality Team

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

Measurement Advisory Group

The Measurement Advisory Group gives ACARA's executive technical and quality assurance advice for the National Assessment Program (NAP), and in particular, the National Assessment Program – Literacy and Numeracy (NAPLAN).

NAP sample assessment learning area working groups

NAP sample assessment learning area working groups give ACARA advice about proposed assessment materials from curriculum, psychometric and equity perspectives for their learning area. They examine draft assessment instruments to make sure these instruments are of appropriate difficulty and are valid, free of bias and accessible to all participating students.

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 that best represent an increasing number of years of data, and identifies enhancements to established modes of reporting, including the faster turnaround of NAPLAN results. The working group considers the NAPLAN summary information (preliminary results) 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.

National Assessment Program Communications Group

The NAP Communications Group has representatives from all departments of education, test administration authorities (where these are separate from a department), the Catholic and independent school sectors. It provides opportunities for senior level communications experts to provide advice to ACARA on its planned assessment and reporting communications activities, as well as collaborate and share information on assessment and reporting communications activities.

In the context of online assessment, members of the NAP Communications Group are responsible for supporting ACARA's efforts in producing national communications; providing information to state and territory and school sector representatives and to jurisdiction online assessment working groups

Primary Perspectives Advisory Group

The Primary Perspectives Advisory Group provides ACARA with guidance and expert advice relating to issues that have been raised and actions that could be facilitated by ACARA regarding the implementation of the Australian Curriculum in primary schools.

National Assessment, Data, Analysis and Reporting Reference Group

The National Assessment, Data, Analysis and Reporting Reference Group (NADAR) provides ACARA's executive with high-level advice on the appropriateness and suitability of, and opportunities and potential risks associated with, the work proposed and undertaken by ACARA's assessment and reporting teams. The group ensures that jurisdictions/organisations have regular and meaningful opportunities to provide advice to ACARA on its assessment and reporting work program. Members are expected to represent high-level views of their jurisdiction/organisation on matters of national assessment, data collection and analysis, and reporting on schools, and to communicate about the work of the group to relevant parts of their jurisdiction/organisation.

It has representatives from all departments of education, test administration authorities (where these are separate from a department), the Catholic and independent school sectors and other relevant stakeholders.

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.

National Testing Working Group

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

Recognition Committee

The Recognition Committee oversees the process of assessing curriculum frameworks for recognition as an alternative means of delivering the Australian Curriculum, as well as the work of recognition review panels. The committee also provides advice to ACARA's CEO and the ACARA Board on refinements to the assessment process.

Recognition review panels

Recognition review panels conduct assessment of curriculum frameworks submitted for recognition as an alternative means of delivering the Australian Curriculum. The panels record and certify recommendations to the Recognition Committee, as well as provide explanatory comments. The panels also contribute advice to regular reviews of the assessment process.

Students with Disability Advisory Group

The Students with Disability Advisory Group provides ACARA with high-level advice in relation to students with disability. This advice helps ACARA to contribute towards the goals of the Melbourne Declaration for students with disability.

5.4 Evidence to parliamentary committees

ACARA attended the following hearings of the Senate Education and Employment Legislation Committee to give evidence:

- Supplementary Budget Estimates (23 October 2014)
- Additional Estimates (26 February 2015)
- Budget Estimates (4 June 2015)



5.5 Judicial decisions and reviews by outside bodies

For the financial year ending 30 June 2015:

There was one (1) decision of Administrative Appeals Tribunal (AAT) in relation to ACARA's operations. On 29 September 2014 the AAT handed down its decision in the matter of *Diamond and Chief Executive Officer of the Australian Curriculum, Assessment and Reporting Authority* [2014] AATA 707 at (www.austlii.edu.au/au/cases/cth/aat/2014/707.html) (Diamond Decision). In the Diamond Decision, the AAT affirmed the decision of the Freedom of Information Commissioner to refuse to grant access to the document sought by the applicant in his request (the *My School* database), except for the list of schools. This decision enables ACARA to continue its work in supporting the position taken by the Education Council that publication of league tables arising from *My School* NAPLAN data is 'counterproductive and harmful to the educational purpose of schooling'.

There were no reports made about ACARA's performance or ACARA's officers or employees by the Auditor-General, parliamentary committees, the Commonwealth Ombudsman or the Office of the Australian Information Commissioner.



Education Services Australia (ESA) videographer collecting student work samples

5.6 Work health and safety

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 are not at risk of physical or mental injury.

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

WHS information is provided to staff on the importance of maintaining an understanding of work-related risks. Presentation themes include mental health, being active at work and travelling to work. Workers are exposed to risks when travelling to and from work and at work itself. Emphasis is placed on mitigating these risks to avoid physical or mental injury.

ACARA's commitment to providing a safe workplace is implemented through its WHS Committee. 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. ACARA's two satellite offices in Perth and Melbourne each have a WHS representative on the committee to provide training to new workers, identify any hazards and report WHS issues. Regular WHS audits ensure continued improvement.

WHS performance

During 2014–15, one claim was submitted to Comcare. No provisional improvement notices (section 90, *Work Health and Safety Act 2011*), prohibition notices (section 195) or improvement notices (section 191) were 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 and maintain a continuous improvement framework. Issues raised are referred to the WHS Committee for resolution. ACARA's Audit and Risk Committee is advised of any issues arising and the actions carried out to mitigate WHS risks.

5.7 Legislative reporting requirements

ACARA is required, under section 46 of the Public Governance, Performance and Accountability (PGPA) Act 2014 for the first reporting period that commences on or after 1 July 2014, to provide particulars of any directions issued by the responsible minister, or other minister, under ACARA's enabling legislation or other legislation. During 2014–15, ACARA was not subject to any Commonwealth ministerial directions or a general policy order under section 22 of the PGPA Act.



Media briefing – GM A&R

5.8 Providing access for people with disabilities

Access to premises and facilities

ACARA's main office is accessible to people with disability through the use of ramps, braille signage to bathrooms and specially designed toilet and shower facilities.

Where staff have specific requirements due to a disability, their work space is modified to accommodate their needs.

Website

In 2014–15 ACARA updated three of our four websites to manage our obligations to meet accessibility requirements. Our immediate focus was to ensure the branding and colour choice of our websites met accessibility obligations with changes made to the NAP, *My School* and ACARA websites.



ACT school, maths lesson.

5.9 Sustainable practices

Office environment

ACARA has maintained its commitment to reduce the consumption of raw materials by implementing and maintaining the following strategies:

- Recycled paper is used in all printers.
- Drafts are reviewed electronically, where possible.
- Data projectors, plasma screens and e-tablets are used to display information to groups, which replaces printed handouts.
- Internet, emails and e-newsletters are used as the main modes for communication.

Video-conferencing facilities are also available as an alternative to travel.

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

Organic waste management is also an important aspect to the program. Organic matter is converted to compost and used in farming to replenish the soil.

Finally, printer cartridges are recycled, which helps to reduce greenhouse gases.



5.10 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 1, 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
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)

Acronym	Title
Melbourne Declaration	Melbourne Declaration on Educational Goals for Young Australian 2008, which sets the direction of Australian schooling for the next 10 years
<i>My School</i>	The website that 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
PGPA	Public Governance, Performance and Accountability Act 2013
Senior secondary	Final two years of secondary schooling, generally Year 11 and 12
Statements of learning	Statements agreed by ministers for education on essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn in particular learning areas
SWD	Students with disability
VETiS	Vocational education and training in schools
WHS	Work health and safety (formerly known as occupational health and safety)

5.11 Compliance index

Requirement	Reference	Annual report section
<i>Public Governance, Performance and Accountability Act 2013</i>		
Financial statements	Schedule 1, subclause 1(b) and subclause 2(1)	Section 4
Financial statements certification: a statement, signed by directors	Schedule 1, subclause 2(3)	Section 4
Financial statements certification: Auditor-General's Report	Schedule 1, subclause 1(c)	Section 4
<i>Commonwealth Authorities and Companies (Annual Reporting) Orders 2011 as modified by the Public Governance, Performance and Accountability (Consequential and Transitional Provisions) Rule 2014</i>		
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 5.9
Effects of ministerial directions and notification of general policies of government	Clause 12	Sections 1.3, 5.7
Enabling legislation, functions and objectives	Clause 10	Section 1.3
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 5.5
Key activities and changes affecting the authority	Clause 16	Section 3.1, 3.5
Location of major activities and facilities	Clause 14	Section 1.3
Organisational structure	Clause 14	Section 3.5
Related entity transactions	Clause 15	Notes to the financial statements – note 12

Requirement	Reference	Annual report section
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 5.5
Responsible minister(s)	Clause 11	Section 1.3
A significant decision or issue referred to in paragraph 19(1)(c), (d) or (e) of the PGPA Act.	Clause 16	Notes to the financial statements – note 2
Statement on governance	Clause 14	Section 1.4, 3.1
Work health and safety	Clause 12, with reference to the Work Health and Safety Act 2011, Schedule 2, Part 4	Section 5.6



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