

ACARA Monitoring of the Australian Curriculum

Focus group

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY



Acknowledgement of Country/Place

Perth office

- Whadjuk Noongar people – Perth CBD

Adelaide office

- Kaurna people – Adelaide CBD

Melbourne office

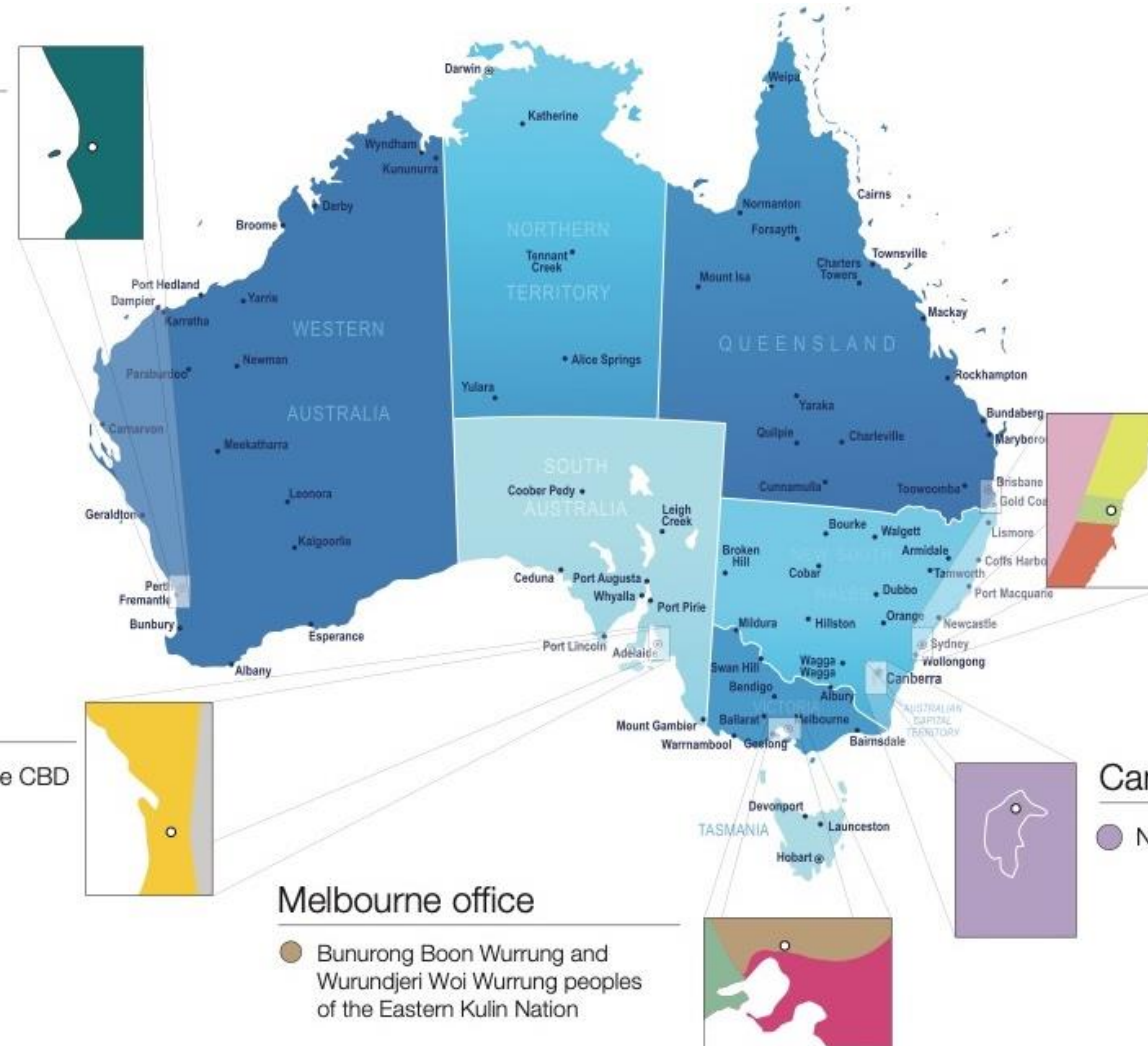
- Bunurong Boon Wurrung and Wurundjeri Woi Wurrung peoples of the Eastern Kulin Nation

Sydney office

- Gadigal people of the Eora Nation – Sydney

Canberra office

- Ngunnawal people – Canberra





Australian Curriculum development and review

The development and revision of the Australian Curriculum by ACARA is guided by the:

- a) Mparntwe (Alice Springs) Education Declaration (2019)
- b) Shape of the Australian Curriculum Version 5.0 (2020)
- c) Curriculum Design Paper Version 3.1 (2013)
- d) Curriculum Development Process Version 6.0 (2012)
- e) Monitoring and evaluation of the Australian Curriculum Version 2.0 (2026).

Australian Curriculum 10-year Review Cycle approved by Education Ministers Meeting, October 2025.

Monitoring and evaluation

Paper

Monitoring and evaluation of the Australian Curriculum paper Version 2.0 (2026) approved June 2026 by ACARA Board.

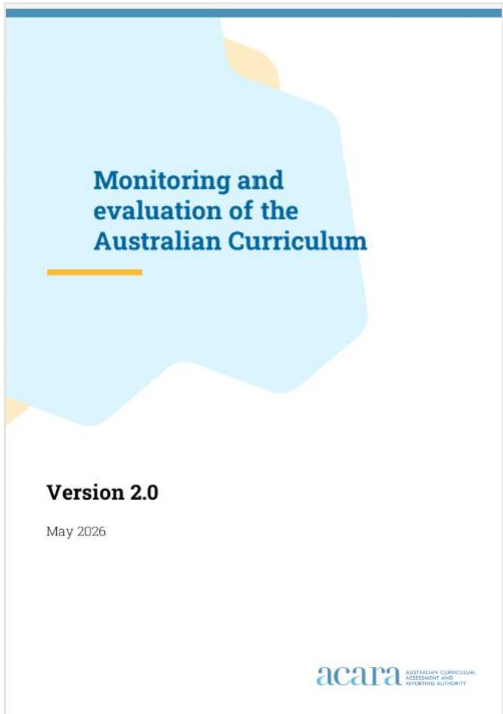


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Monitoring and evaluation

Purpose

Monitoring ensures the **ongoing relevance, quality and effectiveness** of the Australian Curriculum in supporting students' learning and in meeting national education goals.

The monitoring process **involves the collection of data and information** about the use of the Australian Curriculum in a systematic way, and research to inform the next review of the curriculum.

The overarching Australian Curriculum Monitoring Framework (the Framework) and the **monitoring, evaluation and iterative review activities** have been developed for the Foundation to Year 10 Australian Curriculum.



Monitoring and evaluation

Structure

The Framework **comprises a set of principles, domains and activities** to support the effective and manageable collection of data and information to inform the next stage of the Australian Curriculum Review Cycle (the Review Cycle).

Together, the Framework's principles, domains and activities **gather evidence to inform the development of terms of reference** for the next revision of the Australian Curriculum.

They ensure there is **strong alignment between evidence collection, decision-making, and curriculum review.**



Principles

Principles maintain methodological rigour by guiding interpretations of findings, decisions and implementation.

Principle

Purposeful and useful

Consultative and mutually beneficial

Improvement-oriented

Manageable and flexible

Transparent

Domains

High-level questions guide the structure of the annual monitoring report and the terms of reference stages of the Review Cycle.

Domain

Curriculum fidelity

Curriculum coherence and alignment

Equity and excellence

Implementation and manageability

Stakeholder satisfaction and perceived value



Monitoring activities

- Jurisdiction consultation
- Stakeholder consultation
- Media related to the Australian Curriculum
- Website feedback and analytics
- Informal feedback

Researching activities

- Review of literature focused on national and international curriculum developments and trends
- Benchmarking
- Cross-country and national comparisons
- Validation of achievement standards

Monitoring 3-year plan

Scope

Over 2026–2028, the Monitoring project will involve ACARA:

- publishing the Monitoring and Evaluation of the Australian Curriculum paper Version 2.0 (2026)
- undertaking monitoring activities and researching activities
- preparing an annual Monitoring report for approval by ACARA Board for publication.

The aim is to complete the data collection process **by 25 September 2026**.

ACARA will analyse data and information to support the drafting of the annual monitoring report for ACARA Board approval prior to publication and sharing with Education Ministers.



Stakeholder consultation

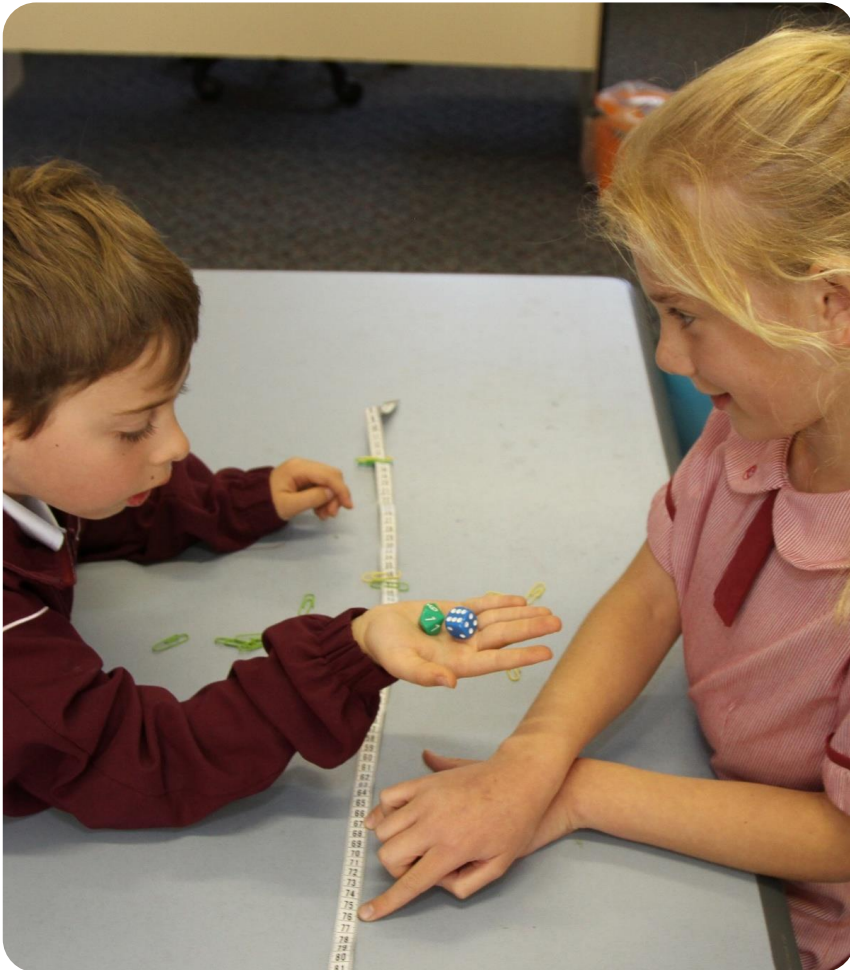
The 2026 monitoring process will reflect on the implementation period from **July 2025 to June 2026**.

Examples of ways stakeholders may engage include:

- participating in:
 - focus groups
 - interviews
 - yarning circles
- completing an online survey by **25 September 2026**.



Focus groups



Purpose

To gather qualitative insights from school leaders, curriculum coordinators and teachers on experiences with implementing the Australian Curriculum V 9.0 (or your jurisdiction's equivalent).

Core questions

- Curriculum implementation
- Adaptation and flexibility
- Clarity and coherence
- Equity and access
- Feasibility
- Capability and confidence
- Student outcomes
- Improvements