

**AUSTRALIAN CURRICULUM,
ASSESSMENT AND REPORTING
AUTHORITY**

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AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Section 1: Agency overview and resources

1.1 STRATEGIC DIRECTION STATEMENT

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

ACARA is tasked to execute the policy directions that are determined by the Standing Council on School Education and Early Childhood regarding curriculum, assessment, data collection and reporting at a national level. ACARA's mission is to improve the learning of all young Australians through world-class school curriculum, assessment and reporting.

ACARA is responsible for delivering:

- an Australian Curriculum from Foundation¹ to Year 12 in specified learning areas
- a national assessment programme aligned to the national curriculum that measures students' progress
- a national data collection and reporting programme that supports:
 - analysis, evaluation, research and resource allocation
 - accountability and reporting on schools and broader national achievement.

During 2013, ACARA worked with each of the state and territory curriculum, assessment and certification authorities, as these bodies implemented the approved Foundation to Year 10 Australian Curriculum for English, mathematics, science and history and integrated the approved senior secondary curriculum into local courses in accordance with their established processes and procedures.

Further curriculum development has been completed as follows:

¹ The term Foundation Year is used as a nationally consistent term for the year of schooling prior to Year 1 for the purpose of the Australian Curriculum. It does not replace the equivalent terms used in states and territories – Kindergarten (NSW/ACT), Prep (QLD/VIC/TAS), Pre-primary (WA), Reception (SA) and Transition (NT).

- The senior secondary geography curriculum was published in the second half of 2013 (F-10 geography was published in May 2013).
- F-10 curriculum for the arts; health and physical education; civics and citizenship; economics and business; and technologies were published on the Australian Curriculum website as 'Available for use; awaiting final endorsement' in February 2014.
- The languages curriculum for Chinese, French, Indonesian and Italian were published on the Australian Curriculum website as 'Available for use; awaiting final endorsement' in May 2014.

On 13, 14 and 15 May 2013, all students in years 3, 5, 7 and 9 sat the annual National Assessment Programme – Literacy and Numeracy (NAPLAN) tests. NAPLAN provides a snapshot of how students are performing in the fundamentally important areas of literacy and numeracy.

In August through October 2013, ACARA conducted a research study to investigate the feasibility of the proposed multistage, branching test design ('tailored test design') for the implementation of NAPLAN as a computer-delivered assessment. More than 250 volunteer schools from all states and territories participated in the trial study.

ACARA has also been working closely with state and territory representatives of government, and Catholic and independent school sectors to develop policies and processes for the delivery of NAPLAN online.

In September 2013 and December 2013 respectively, ACARA released the *2013 NAPLAN Summary Report* and the *2013 NAPLAN National Report*. In October 2013, ACARA published the *2012 NAP Science Literacy Report*.

ACARA is also responsible for collecting, managing, analysing, evaluating and reporting statistical and related information about educational outcomes.

ACARA publishes a *National Report on Schooling in Australia* for each calendar year.

In August 2013, in partnership with Education Services Australia, ACARA launched *School Survey*, a tool for Australian schools and schooling systems to collect survey response data. The system allows participating schools to easily, quickly and confidentially gather survey response data from their communities and to generate reports that compare results year on year.

The fifth release of *My School* occurred in March 2014 and provided an additional year of information for all schools, with six years of student assessment data now available.

1.2 AGENCY RESOURCE STATEMENT

Table 1.1 shows the total resources from all sources. The table summarises how resources will be applied by outcome and by administered and departmental classification.

Table 1.1: Australian Curriculum Assessment and Reporting Authority resource statement Budget estimates for 2014–15 as at Budget May 2014

	Estimate of prior year amounts available in 2014-15 \$'000	Proposed at Budget 2014-15 \$'000	Total estimate 2014-15 \$'000	Actual available appropriation 2013-14 \$'000
Opening balance/Reserves at bank				
REVENUE FROM GOVERNMENT				
Ordinary annual services¹				
Outcome 1	-	-	-	-
Total ordinary annual services	-	-	-	-
Other services²				
<i>Non-operating</i>	-	-	-	-
Total other services	-	-	-	-
Total annual appropriations	-	-	-	-
Payments from related entities³				
Amounts from the portfolio department	-	14,850	14,850	-
Amounts from other agencies	-	-	-	-
Total	-	14,850	14,850	-
Total funds from Government	-	14,850	14,850	-
FUNDS FROM OTHER SOURCES				
Interest	-	220	220	-
Royalties	-	-	-	-
Sale of goods and services	-	-	-	-
Other	-	12,450	12,450	-
Total	-	12,670	12,670	-
Total net resourcing for agency	-	27,520	27,520	-

All figures are GST exclusive.

CRF – Consolidated Revenue Fund.

ACARA is not directly appropriated as it is a CAC Act body. Appropriations are made to the Department of Education which are then paid to ACARA and are considered 'departmental' for all purposes.

¹ Appropriation Bill (No.1) 2014–15.

² Appropriation Bill (No.2) 2014–15.

³ Funding provided by Department of Education.

1.3 BUDGET MEASURES

ACARA does not have any new measures since the 2013–14 Budget. For this reason table 1.2 is not presented.

Section 2: Outcomes and planned performance

2.1 OUTCOMES AND PERFORMANCE INFORMATION

Government outcomes are the intended results, impacts or consequences of actions by the Government on the Australian community. Commonwealth programmes are the primary vehicle by which government agencies achieve the intended results of their outcome statements. Agencies are required to identify the programmes which contribute to Government outcomes over the Budget and forward years.

Each outcome is described below together with its related programmes, specifying the performance indicators and targets used to assess and monitor the performance of ACARA in achieving Government outcomes.

Outcome 1: Improved quality and consistency of school education in Australia through national curriculum, national assessment, data collection and performance reporting system

Outcome 1 strategy

ACARA will continue to work collaboratively with a wide range of stakeholders including teachers, principals, government, state and territory education authorities, professional education associations, business and industry, community groups and the broader public.

Curriculum

- To establish the F-12 Australian Curriculum including development of content descriptions, achievement standards and annotated work samples for all learning areas listed in the *Melbourne Declaration on Educational Goals for Young Australians*.
- To ensure that the Australian Curriculum caters for and engages all learners, including students with disabilities and those for who English is an additional language/dialect.
- To ensure that the Australian Curriculum gives due emphasis to general capabilities and to the cross-curricular dimensions of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and sustainability.
- To develop and implement a rigorous approach to benchmarking the Australian Curriculum with curriculums of leading nations.
- To enhance public understanding and awareness of the Australian Curriculum.

- To develop, with key stakeholders and strategic partners, options for national consistency in senior secondary assessment and certification.
- To work co-operatively with the independent Review of the Australian Curriculum and respond to its recommendations when released.

Assessment and reporting

- To ensure that national assessments enable accurate monitoring of student and school performance and progress while promoting good pedagogical practices.
- To align national assessments with the Australian Curriculum and ensure that they validly, reliably and fairly capture achievement across a wide range of learning areas and valued outcomes, particularly those capabilities of special importance in the 21st century.
- To provide a richer array of information on Australian schools and on student achievement, progress and participation.
- To extend and improve ways of enabling schools to benchmark their performance against other schools with similar characteristics and similar student backgrounds and academic starting points.
- To further develop national key performance measures, including measures of student engagement.

Supporting improvement

- To establish productive partnerships with jurisdictions, agencies and professional associations to provide tools and resources to support schools, teachers and the public in understanding, implementing and interacting with the Australian Curriculum.
- To coordinate a cooperative, national approach to supporting teachers in using assessments and standards to obtain feedback to improve teaching and learning.
- To provide analyses and reports on performance to facilitate more informed curriculum and teaching decision making.

Building capacity

- To align governance and operations within ACARA and create a high performance organisation that can fully meet stakeholder expectations.
- To strengthen connections between ACARA's stakeholders and strategic partners.
- To leverage international knowledge and practice in curriculum, assessment and reporting to ensure leading edge practice.
- To work with the Australian Institute for Teaching and School Leadership, Education Services Australia and jurisdictions in developing

and delivering professional learning and training in curriculum and assessment across all sectors of education.

Outcome expense and resource statement

Table 2.1 provides an overview of the total expenses for Outcome 1 by programme.

Table 2.1 Budgeted expenses for Outcome 1

Outcome 1: Improved quality and consistency of school education in Australia through a national curriculum, national assessment, data collection and performance reporting system.	2013-14 Estimated actual expenses \$'000	2014-15 Estimated expenses \$'000
Programme 1.1: National Curriculum		
Revenue from Government		
Payment from related entities	8,232	6,182
Revenues from other independent sources	5,102	5,274
Total for Programme 1.1	13,334	11,456
Programme 1.2: National Data Collection and Reporting		
Revenue from Government		
Payment from related entities	2,987	2,638
Revenues from other independent sources	1,851	2,251
Total for Programme 1.2	4,838	4,889
Programme 1.3: National Assessment		
Revenue from Government		
Payment from related entities	12,549	6,030
Revenues from other independent sources	7,777	5,145
Total for Programme 1.3	20,326	11,175
Outcome 1 Totals by resource type		
Revenue from Government		
Payment from related entities	23,768	14,850
Revenues from other independent sources	14,730	12,670
Total expenses for Outcome 1	38,498	27,520
	2013-14	2014-15
Average Staffing Level (number)	116	95

Programme 1.1: National Curriculum

Programme objectives

- To establish the F-12 Australian Curriculum including development of content descriptions, achievement standards and annotated work samples for all learning areas listed in the *Melbourne Declaration on Educational Goals for Young Australians*.
- To ensure that the Australian Curriculum caters for and engages all learners, including students with disabilities and those for who English is an additional language/ dialect.
- To ensure that the Australian Curriculum gives due emphasis to general capabilities and to the cross-curricular dimensions of Indigenous history and culture, Asia and sustainability.
- To develop and implement a rigorous approach to benchmarking the Australian Curriculum with curriculums of leading nations.
- To enhance public understanding and awareness of the Australian Curriculum.

Programme expenses

ACARA has not identified any significant trends, changes or variances in programme expenses over the forward years.

Programme expenses 1.1 National Curriculum

	2013-14 Revised budget \$'000	2014-15 Budget \$'000	2015-16 Forw ard year 1 \$'000	2016-17 Forw ard year 2 \$'000	2017-18 Forw ard year 3 \$'000
<u>1.1.1 - National Curriculum</u>					
Annual departmental expenses:					
Payment from related entities	8,232	6,182	4,176	-	-
Revenues from Independent Resource	5,102	5,274	4,116	-	-
Total component expenses	13,334	11,456	8,292	-	-
<u>1.1.2 - National Data Collection and Reporting</u>					
Annual departmental expenses:					
Payment from related entities	2,987	2,638	2,736	-	-
Revenues from Independent Resource	1,851	2,251	2,697	-	-
Total component expenses	4,838	4,889	5,433	-	-
<u>1.1.3 - National Assessment</u>					
Annual departmental expenses:					
Payment from related entities	12,549	6,030	5,688	-	-
Revenues from Independent Resource	7,777	5,145	5,607	-	-
Total component expenses	20,326	11,175	11,295	-	-
Total programme expenses	38,498	27,520	25,020	-	-

Programme 1.1 deliverables

- Developing the remaining seven languages curriculum (Arabic, German, Greek, Japanese, Korean, Spanish and Vietnamese) and obtaining approval from Standing Council on School Education and Early Childhood (SCSEEC) for their publication.
- Finalising and publishing the Aboriginal languages and Torres Strait Islander languages framework.
- Publishing the Australian Curriculum for work studies Years 9–10.
- Publishing student work sample portfolios for arts, languages, health and physical education, technologies, civics and citizenship, economics and business, geography and work studies Years 9–10.
- Undertaking further senior secondary curriculum development as determined by SCSEEC.
- Conducting the third round of alternative curriculum recognition.
- Obtaining SCSEEC approval for the arts, languages (Chinese, French, Indonesian and Italian), health and physical education, technologies, civics and citizenship, and economics and business.
- Publishing the *Shape of the Australian Curriculum v5.0*, including additional advice on the shape of the senior secondary curriculum approved.
- Completing the 2014 monitoring and evaluation of the Australian Curriculum process and undertaking approved actions arising from this.

Programme 1.1 key performance indicators

- Each phase of the Australian Curriculum is delivered within the timeframes agreed by SCSEEC.
- The Australian Curriculum caters for and engages all learners, including students with disabilities and those for who English is an additional language/dialect.
- The Australian Curriculum gives due emphasis to general capabilities and to the cross-curricular priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and sustainability.

Programme 1.2: National Data Collection and Reporting

Programme objectives

- To provide a richer array of information on Australian schools and schooling, and on student achievement, progress and participation.
- To extend and improve ways of enabling schools to benchmark their performance against other schools with similar characteristics and similar student backgrounds and academic starting points.
- To review the Measurement Framework for Schooling in Australia and its suite of key performance measures, including measures of student participation, achievement and attainment.

Programme expenses

ACARA has not identified any significant trends, changes or variances in programme expenses over the forward years.

Programme 1.2 deliverables

- Another year of data on the *My School* website providing more information to the public about Australia's schools, including further trend and comparative information.
- Undertake an annual review of the Measurement Framework for Schooling in Australia and update and modify where appropriate.
- *National Report on Schooling in Australia 2012* published.

Programme 1.2 key performance indicators

- The data reported in the *National Report on Schooling in Australia* and on the *My School* website are materially accurate.
- An additional year's data on the *My School* website is provided, including any specific new measures approved by Ministers.

Programme 1.3: National Assessment

Programme objectives

- To ensure that national assessments enable accurate monitoring of student and school performance and progress while promoting good pedagogical practices.
- To deliver national assessments that provide accurate and nationally comparable measurement of student performance against common scales in each domain.
- To provide accurate and constructive information to inform planning for improved student learning in key curriculum areas.
- To ensure that national assessments validly, reliably and fairly capture achievement across a wide range of learning areas and valued outcomes, particularly those capabilities of special importance in the 21st century.
- To align national assessments for 2016 onwards with the Australian Curriculum.
- To ensure that assessment techniques are innovative and model good assessment practice.

Programme expenses

ACARA has not identified any significant trends, changes or variances in programme expenses over the forward years.

Programme 1.3 deliverables

- Delivery and analysis of National Assessment Programme – Literacy and Numeracy (NAPLAN) tests.
- Delivery and analysis of National Assessment Programme – Sample Assessment (NAP – Sample) triennial cycle tests.
- A second report on research into online delivery of national assessment is published.
- Revised national assessment frameworks are aligned with the Australian Curriculum to guide NAPLAN and NAP – Sample test development for 2016 and beyond.
- Publication of an annual *Test Incidents Report*.
- *NAP – Sample Public Report, NAPLAN Summary Report and NAPLAN National Report 2014* published.

Programme 1.3 key performance indicators

- NAPLAN and NAP – Sample tests are conducted according to protocols and risk management strategies. Any incidents are managed as per the protocols in an efficient and effective manner.
- NAPLAN and NAP – Sample results are analysed accurately and meaningfully for reporting against common scales.
- Strong awareness of the National Protocols for Test Administration within schools, leading to greater consistency in national test administration and minimal test incidents.

Section 3: Explanatory tables and budgeted financial statements

Section 3 presents explanatory tables and budgeted financial statements which provide a comprehensive snapshot of agency finances for the 2014–15 budget year. It explains how budget plans are incorporated into the financial statements and provides further details of the reconciliation between appropriations and programme expenses, movements in administered funds, special accounts and Government Indigenous expenditure.

3.1 EXPLANATORY TABLES

3.1.1 Movement of administered funds between years

ACARA has no administered funds therefore table 3.1.1 is not presented.

3.1.2 Special accounts

ACARA has no special accounts therefore table 3.1.2 is not presented.

3.1.3 Australian Government Indigenous expenditure

The 2014–15 Australian Government Indigenous Statement is not applicable because ACARA has no Indigenous-specific expenses therefore table 3.1.3 is not presented.

3.2 BUDGETED FINANCIAL STATEMENTS

3.2.1 Differences in agency resourcing and financial statements

There are no differences in agency resourcing and the financial statements.

3.2.2 Analysis of budgeted financial statements

The Commonwealth has allocated funding for ACARA of up to \$54.6 million from 2012–13 to 2015–16.

In October 2011 Ministers agreed to ACARA's total budget of \$109.2 million over four years, 2012–13 to 2015–16 being equally shared between the Commonwealth and the states and territories based on the current Standing Council on School Education and Early Childhood funding formula.

3.2.3 Budgeted financial statements tables

Table 3.2.1 Comprehensive income statement (showing net cost of services) for the period ended 30 June

	Estimated actual	Budget estimate	Forw ard estimate	Forw ard estimate	Forw ard estimate
	2013-14	2014-15	2015-16	2016-17	2017-18
	\$'000	\$'000	\$'000	\$'000	\$'000
EXPENSES					
Employee benefits	15,375	12,991	11,649	-	-
Suppliers	22,342	13,779	12,641	-	-
Depreciation and amortisation	781	750	730	-	-
Other expenses	-	-	-	-	-
Total expenses	38,498	27,520	25,020	-	-
LESS:					
OWN-SOURCE INCOME					
Own-source revenue					
Interest	230	220	220	-	-
Other ¹	38,268	27,300	24,800	-	-
Total own-source revenue	38,498	27,520	25,020	-	-
Gains					
Other	-	-	-	-	-
Total gains	-	-	-	-	-
Total own-source income	38,498	27,520	25,020	-	-
Net cost of (contribution by) services	-	-	-	-	-
Revenue from Government	-	-	-	-	-
Surplus (Deficit) attributable to the Australian Government	-	-	-	-	-
OTHER COMPREHENSIVE INCOME					
Changes in asset revaluation surplus	-	-	-	-	-
Total other comprehensive income	-	-	-	-	-
Total comprehensive income (loss)	-	-	-	-	-
Total comprehensive income (loss) attributable to the Australian Government	-	-	-	-	-

Prepared on Australian Accounting Standards basis.

¹ Includes funding provided by the Department of Education.

Table 3.2.2 Budgeted departmental balance sheet (as at 30 June)

	Estimated actual	Budget estimate	Forw ard estimate	Forw ard estimate	Forw ard estimate
	2013-14	2014-15	2015-16	2016-17	2017-18
	\$'000	\$'000	\$'000	\$'000	\$'000
ASSETS					
Financial assets					
Cash and cash equivalents	6,554	4,273	3,657	-	-
Trade and other receivables	220	175	145	-	-
Other financial assets	-	-	-	-	-
Total financial assets	6,774	4,448	3,802	-	-
Non-financial assets					
Property, plant and equipment	1,556	1,076	596	-	-
Intangibles	-	-	-	-	-
Other non-financial assets	150	130	90	-	-
Total non-financial assets	1,706	1,206	686	-	-
Assets held for sale	-	-	-	-	-
Total assets	8,480	5,654	4,488	-	-
LIABILITIES					
Payables					
Suppliers	3,500	1,887	1,251	-	-
Other payables	983	510	40	-	-
Total payables	4,483	2,397	1,291	-	-
Interest bearing liabilities					
Other interest bearing liabilities	-	-	-	-	-
Total interest bearing liabilities	-	-	-	-	-
Provisions					
Employee provisions	1,760	1,020	960	-	-
Other provisions	-	-	-	-	-
Total provisions	1,760	1,020	960	-	-
Total liabilities	6,243	3,417	2,251	-	-
Net assets	2,237	2,237	2,237	-	-
EQUITY					
Parent entity interest					
Contributed equity	-	-	-	-	-
Reserves	-	-	-	-	-
Retained surplus (accumulated deficit)	2,237	2,237	2,237	-	-
Total parent entity interest	2,237	2,237	2,237	-	-
Total Equity	2,237	2,237	2,237	-	-

Prepared on Australian Accounting Standards basis.

Table 3.2.3: Departmental statement of changes in equity – summary of movement (Budget year 2014–15)

	Retained earnings	Asset revaluation reserve	Other reserves	Contributed equity/capital	Total equity
	\$'000	\$'000	\$'000	\$'000	\$'000
Opening balance as at 1 July 2014					
Balance carried forward from previous period	2,237	-	-	-	2,237
Adjustment for changes in accounting policies	-	-	-	-	-
Adjusted opening balance	2,237	-	-	-	2,237
Comprehensive income					
Other comprehensive income	-	-	-	-	-
Surplus (deficit) for the period	-	-	-	-	-
Total comprehensive income	-	-	-	-	-
of which:					
Attributable to the Australian Government	-	-	-	-	-
Attributable to non-controlling interest*	-	-	-	-	-
Transactions with owners					
Distributions to owners					
Other	-	-	-	-	-
Contributions by owners					
Other	-	-	-	-	-
Sub-total transactions with owners	-	-	-	-	-
Transfers between equity components					-
Estimated closing balance as at 30 June 2015	2,237	-	-	-	2,237
Less: non-controlling interests *					-
Closing balance attributable to the Australian Government	2,237	-	-	-	2,237

Prepared on Australian Accounting Standards basis.

* This disclosure is not required if an entity does not have non-controlling interests.

**Table 3.2.4 Budgeted departmental statement of cash flows
(for the period ended 30 June)**

	Estimated actual	Budget estimate	Forw ard estimate	Forw ard estimate	Forw ard estimate
	2013-14	2014-15	2015-16	2016-17	2017-18
	\$'000	\$'000	\$'000	\$'000	\$'000
OPERATING ACTIVITIES					
Cash received					
Receipts from Government	-	-	-	-	-
Sale of goods and rendering of services	38,268	27,300	24,800	-	-
Interest	230	220	220	-	-
Total cash received	38,498	27,520	25,020	-	-
Cash used					
Employees	15,375	12,991	11,649	-	-
Suppliers	25,957	16,560	13,737	-	-
Total cash used	41,332	29,551	25,386	-	-
Net cash from (used by) operating activities	(2,834)	(2,031)	(366)	-	-
INVESTING ACTIVITIES					
Total cash received					
	-	-	-	-	-
Cash used					
Purchase of property, plant and equipment	250	250	250	-	-
Other	-	-	-	-	-
Total cash used	250	250	250	-	-
Net cash from (used by) investing activities	(250)	(250)	(250)	-	-
FINANCING ACTIVITIES					
Total cash received					
	-	-	-	-	-
Total cash used					
	-	-	-	-	-
Net cash from (used by) financing activities	-	-	-	-	-
Net increase (decrease) in cash held	(3,084)	(2,281)	(616)	-	-
Cash and cash equivalents at the beginning of the reporting period	9,638	6,554	4,273	-	-
Cash and cash equivalents at the end of the reporting period	6,554	4,273	3,657	-	-

Prepared on Australian Accounting Standards basis.

Table 3.2.5 Capital budget statement

ACARA does not have a departmental capital budget therefore table 3.2.5 is not presented.

Table 3.2.6: Statement of asset movements (2014–15)

	Asset Category (as appropriate)					Total
	Land	Buildings	Other property, plant and equipment	Computer software and intangibles	Other	
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
As at 1 July 2014						
Gross book value	-	-	2,320	37	-	2,357
Accumulated depreciation/amortisation and impairment	-	-	(744)	(37)	-	(781)
Opening net book balance	-	-	1,576	-	-	1,576
CAPITAL ASSET ADDITIONS						
Estimated expenditure on new or replacement assets						
By purchase - donated funds	-	-	-	-	-	-
By purchase - other	-	-	250	-	-	250
Total additions	-	-	250	-	-	250
Other movements						
Depreciation/amortisation expense	-	-	(750)	-	-	(750)
Other	-	-	-	-	-	-
Total other movements	-	-	(750)	-	-	(750)
As at 30 June 2015						
Gross book value	-	-	2,570	37	-	2,607
Accumulated depreciation/amortisation and impairment	-	-	(1,494)	(37)	-	(1,531)
Closing net book balance	-	-	1,076	-	-	1,076

Prepared on Australian Accounting Standards basis.

Table 3.2.7 Schedule of budgeted income and expenses administered on behalf of Government (for the period ended 30 June)

ACARA has no income and expenses administered on behalf of Government therefore table 3.2.7 is not presented.

Table 3.2.8 Schedule of budgeted assets and liabilities administered on behalf of Government (as at 30 June)

ACARA has no assets and liabilities administered on behalf of Government therefore table 3.2.8 is not presented.

Table 3.2.9 Schedule of budgeted administered cash flows (for the period ended 30 June)

ACARA has no administered cash flows therefore table 3.2.9 is not presented.

Table 3.2.10 Schedule administered capital budget

ACARA has no administered capital budget therefore table 3.2.10 is not presented.

Table 3.2.11 Schedule of asset movements - administered

ACARA has no administered asset movements therefore table 3.2.11 is not presented.

3.2.4 Notes to the financial statements

The budgeted financial statements for ACARA are prepared for the current year and the 2014–15 budget year. The accounting policies used in preparing these financial statements are consistent with those used in ACARA’s 2012–13 Annual Report.