

**AUSTRALIAN CURRICULUM,
ASSESSMENT AND REPORTING
AUTHORITY**

**ENTITY RESOURCES AND PLANNED
PERFORMANCE**

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

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AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Section 1: 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's mission is to improve the learning of all young Australians through world-class school curriculum, assessment and reporting.

ACARA's strategic directions are set through its Charter, issued by the Council of Australian Government (COAG) Education Council (Council). The Charter reflects ACARA's role as an independent statutory authority and provides guidance about the nature of the activities ACARA is expected to undertake in fulfilling its functions and executing the policy directions set by the Council.

ACARA's budget is agreed to by Council and provided in accordance with the Council's agreed funding formula. ACARA's high-level 2016-17 to 2019-20 work plan and budget was endorsed by the Council in 2015-16. ACARA's high-level 2020-21 work plan and budget will be submitted to the Council for consideration at the end of 2016-17 as part of its 2017-18 to 2020-21 rolling quadrennial plan.

A priority for ACARA in 2017-18 is ensuring the successful transition to online assessment in collaboration with Education Services Australia and all Australian governments, with the goal to move the National Assessment Program - Literacy and Numeracy (NAPLAN) online by 2019. During this period, ACARA will also continue to assemble the necessary data and information needed to provide for future evidence based policy and curriculum development.

ACARA's strategic directions, endorsed by the Council in November 2016, are:

National Curriculum

- provide a world-class curriculum from Foundation to Year 12 in specified learning areas agreed to by Council
- assemble the evidence base required to review, develop and refine curriculum

National assessment

- provide a quality, comprehensive and cohesive suite of assessments (including NAPLAN and NAP Sample)

National data and reporting

- provide and apply a comprehensive and reliable national measurement framework
- facilitate the use and dissemination of data for research and policy development in accordance with agreed protocols
- present detailed, accessible, timely and meaningful school education performance information

National collaboration and leadership

- provide effective national leadership in curriculum development, educational assessment and national reporting
- closely collaborate with jurisdictions, the non-government education sector and relevant stakeholders in pursuing the national education agenda.

ACARA works 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 in undertaking its work.

The management of risk is fundamental in supporting ACARA to achieve ACARA's strategic directions in a complex stakeholder environment. ACARA's Board, Audit and Risk Committee and executive, as well as staff, are actively involved in risk management for ACARA. This work is supported by an internal audit program that tests ACARA's compliance framework and controls.

1.2 ENTITY RESOURCE STATEMENT

Table 1.1 shows the total funding from all sources available to the entity for its operations and to deliver programs and services on behalf of the Government.

The table summarises how resources will be applied by outcome (government strategic policy objectives) and by administered (on behalf of the Government or the public) and departmental (for the entity's operations) classification.

For more detailed information on special accounts and special appropriations, please refer to *Budget Paper No. 4 – Agency Resourcing*.

Information in this table is presented on a resourcing (that is, appropriations/cash available) basis, while the 'Budgeted expenses by Outcome' table in Section 2 and the financial statements in Section 3 are presented on an accrual basis.

Table 1.1: ACARA resource statement — Budget estimates for 2017–18 as at Budget May 2017

	<i>2016–17 estimated actual \$'000</i>	2017–18 estimate \$'000
Opening balance/cash reserves at 1 July	6,039	5,453
Funds from Government		
Amounts received from related entities		
Amounts from portfolio department (a)	13,797	15,291
<i>Total amounts received from related entities</i>	<i>13,797</i>	<i>15,291</i>
Total funds from Government	13,797	15,291
Funds from other sources		
Interest	60	60
Other	14,404	13,212
Total funds from other sources	14,464	13,272
Total net resourcing for Entity	34,300	34,016
	<i>2016–17</i>	<i>2017–18</i>
Average staffing level (number)	84	93

Prepared on a resourcing (i.e. appropriations available) basis.

Note: All figures shown above are GST exclusive - these may not match figures in the cash flow statement.

Section 2: Outcomes and planned performance

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

Each outcome is described below together with its related programs. The following provides detailed information on expenses for each outcome and program, further broken down by funding source.

Note:

Performance reporting requirements in the Portfolio Budget Statements are part of the enhanced Commonwealth performance framework established by the *Public Governance, Performance and Accountability Act 2013*. It is anticipated that the performance criteria described in Portfolio Budget Statements will be read with broader information provided in an entity's corporate plans and annual performance statements—included in Annual Reports—to provide an entity's complete performance story.

The most recent corporate plan for ACARA can be found at: www.acara.edu.au

The most recent annual performance statement can be found in the Annual Report at: www.acara.edu.au

2.1 BUDGETED EXPENSES AND PERFORMANCE 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.

Budgeted expenses for Outcome 1

This table shows how much ACARA intends to spend (on an accrual basis) on achieving the outcome, broken down by program, as well as by administered and departmental funding sources.

Table 2.1.1: Budgeted expenses for Outcome 1

	2016–17 Estimated actual \$'000	2017–18 Budget \$'000	2018–19 Forward estimate \$'000	2019–20 Forward estimate \$'000	2020–21 Forward estimate \$'000
Program 1.1: National Curriculum					
Revenue from Government					
Payment from related entities	2,670	4,565	4,619	4,798	-
Revenues from other independent sources	2,072	2,113	2,413	2,488	-
Total expenses for Program 1.1	4,742	6,678	7,032	7,286	-
Program 1.2: National Assessment					
Revenue from Government					
Payment from related entities	9,225	8,452	7,816	7,836	-
Revenues from other independent sources	10,284	8,812	7,882	7,902	-
Total expenses for Program 1.2	19,509	17,264	15,698	15,738	-
Program 1.3: National Data Collection and Reporting					
Revenue from Government					
Payment from related entities	1,429	1,759	2,149	2,090	-
Revenues from other independent sources	1,584	1,815	2,151	2,092	-
Total expenses for Program 1.3	3,013	3,574	4,300	4,182	-
Program 1.4: National Collaboration and Leadership					
Revenue from Government					
Payment from related entities	473	515	632	652	-
Revenues from other independent sources	524	532	632	652	-
Total expenses for Program 1.4	997	1,047	1,264	1,304	-
Outcome 1 totals by resource type					
Revenue from Government					
Payment from related entities	13,797	15,291	15,216	15,376	-
Revenues from other independent sources	14,464	13,272	13,078	13,134	-
Total expenses for Outcome 1	28,261	28,563	28,294	28,510	-
	2016–17	2017–18			
Average staffing level (number)	84	93			

Performance criteria for Outcome 1

This section details the performance criteria for each program associated with Outcome 1. It summarises how each program is delivered and where 2017–18 Budget measures have created new programs or materially changed existing programs.

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

Program 1.1: National Curriculum

Objective	The program aims to improve the quality, equity and transparency of Australia's education system. A national curriculum ensures that every child in Australia, regardless of where they live or the school they attend, has access to a world-class curriculum.
Delivery	<p>Program 1.1 delivery activities are:</p> <ul style="list-style-type: none"> • delivering the Foundation - Year 10 and Senior Secondary Australian Curriculum through the Australian Curriculum website • strengthening assessment of student learning of the Australian Curriculum through provision of student work samples and National Assessment Program development • monitoring the effectiveness of the Australian Curriculum by collecting, analysing and reporting annually on feedback • reviewing and reporting on recent developments in research and international curriculum practice to inform national policy and practice and to further improve the Australian Curriculum • providing authoritative Australian Curriculum advice to stakeholders and facilitating information-sharing and collaboration in support of the Australian Curriculum.
Purpose	<p>Program 1.1 contributes to the following purposes of ACARA:</p> <ul style="list-style-type: none"> • provide a world-class curriculum from Foundation to Year 12 in specified learning areas agreed to by Council • assemble the evidence base required to review, develop and refine curriculum.

Performance information 1.1 National Curriculum

Year	Performance criteria	Expected achievement or target
2016–17	Monitoring activities around the national curriculum undertaken.	<p>Monitoring Report published in January 2017:</p> <ul style="list-style-type: none"> • 2016 Monitoring Report approved by the ACARA Board at the end of 2016 and published in February 2017.
	Material to improve accessibility of the Australian Curriculum for students with disability (in addition to those relating to the Curriculum Review) developed and approved.	<p>Materials to improve the accessibility of the Australian Curriculum for students with disability published by end of July 2017:</p> <ul style="list-style-type: none"> • Materials published in December 2016.
2017–18	Monitoring activities around the national curriculum undertaken.	2017 Monitoring Report published by end of January 2018.
	Level of satisfaction with the Australian Curriculum website.	Strong satisfaction with the ACARA website recorded by end of June 2018.

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Year	Performance criteria	Expected achievement or target
2018–19 and beyond	Monitoring activities around the national curriculum undertaken including measuring satisfaction with the Australian Curriculum website.	A Monitoring Report published by end of January in 2019, 2020.
	Portfolios of work samples for all published curriculum available.	Portfolios of work samples for all published curriculum finalised and published by end of June 2019.
	Comparisons undertaken between the Australian Curriculum and top performing school systems-nations.	Eight comparisons made and reported on by November 2019.

Program 1.2: National Assessment

Objective	The program aims to provide school education leaders, teachers and parents with the means to periodically assess students against previous performance, national benchmarks and their peers using an objective measure.
Delivery	<p>Program 1.2 delivery activities are:</p> <ul style="list-style-type: none"> researching, developing and supporting activities required for online assessment managing the planning and development and oversee the delivery and reporting for the National Assessment Program Literacy and Numeracy (NAPLAN), managing the transition from pen and paper form to online delivery managing the development and overseeing the delivery of assessments and reporting for the National Assessment Program (NAP) sample assessments responding to agreed national assessment policy and providing evidence-based advice to the Australian Education Senior Officials Committee (AESOC) and Education Council.
Purpose	<p>Program 1.2 contributes to the following purpose of ACARA:</p> <ul style="list-style-type: none"> provide a quality, comprehensive and cohesive suite of national assessments.

Performance information 1.2 National Assessment

Year	Performance criteria	Expected achievement or target
2016–17	National Assessment Program (NAP) – NAPLAN and NAP sample assessments – delivered.	<p>2016 NAP Civics and Citizenship successfully delivered online in Oct/Nov 2016.</p> <p>2016 NAPLAN National Report published in December 2016, following Education Council endorsement.</p> <p>2017 NAPLAN delivered in May 2017.</p>
	NAPLAN proficiency standards and reports (student, school, national) developed.	<p>Development of proficiency standards will continue into 2017–18 as agreed by Education Council.¹</p> <p>Production of preliminary student and school summary reports (without new proficiency standards) expected to be finalised and delivered for NAPLAN 2017.</p>
2017–18	National Assessment Program (NAP) – NAPLAN and NAP sample assessments – delivered.	NAP successfully delivered and reported on (including delivery of NAPLAN online in 2018 to up to 50% of schools).
	ACARA research and development activities relating to online assessment completed.	All agreed research and development activities completed and findings communicated as required.
2018–19 and beyond	<p>National Assessment Program (NAP) – NAPLAN and NAP sample assessments – delivered.</p> <p>Evaluation of NAPLAN online processes undertaken and potential enhancements identified.</p> <p>Level of stakeholder satisfaction with online assessment.</p>	<p>NAP successfully delivered and reported on (including delivery of NAPLAN online in 2019, 2020, 2021).</p> <p>NAPLAN online processes reviewed (including the potential addition of gain scores to individual student reports (ISRs)).</p> <p>Strong level of satisfaction with online assessment.</p>

¹ At its meeting of 16 December 2016, the Education Council noted ACARA's advice on proficiency standards and agreed that further discussion around proficiency standards will occur in 2017. As agreed by Council in December 2016, no change to the reporting of NAPLAN results will occur in 2017.

Program 1.3: National Data and Reporting

Objective	The program aims to provide public reporting to promote accountability and engagement in school education. Provision of quality information on schooling is important for schools and their students, for parents and their families and for the community and governments.
Delivery	Program 1.3 delivery activities are: <ul style="list-style-type: none"> • monitoring and where necessary reviewing the existing national key performance measures for schools • producing a comprehensive and authoritative national report on schooling in Australia related to national key performance measures • managing the collection and quality assurance of data and providing national school information through the <i>My School</i> website and national reports • managing the sharing and dissemination of data with government and non-government school authorities and with other applicants in accordance with agreed protocols • responding to agreed national data collection and reporting policy and providing evidence-based advice to AESOC and Education Council.
Purpose	Program 1.3 contributes to the following purpose of ACARA: <ul style="list-style-type: none"> • provide and apply a comprehensive and reliable national measurement framework • facilitate the use and dissemination of data for research and policy development in accordance with agreed protocols • present detailed, accessible, timely and meaningful school education performance information.

Performance information 1.3 National Data and Reporting

Year	Performance criteria	Expected achievement or target
2016–17	The National Report on Schooling in Australia is published before the end of the subsequent calendar year.	For the first time a National Report on Schooling in Australia Data Portal providing key time series data for analysis was published in the fourth quarter of 2016 in conjunction with the 2014 <i>National Report on Schooling in Australia</i> . The 2015 National Report is expected to be published in the first quarter of 2017–18. ²
	Australian Schools List finalised and an agreed process for regular updating in place.	Australian Schools List was integrated into the <i>My School</i> data collection at the end of 2016 and is regularly refreshed.
2017–18	The National Report on Schooling in Australia is published before the end of the subsequent calendar year.	2016 National Report on Schooling in Australia published by end of 2017–18.

² National Report on Schooling for 2015 delayed due to the consultations required to develop and finalise the associated data portal.

Year	Performance criteria	Expected achievement or target
	Scope and begin review of the Measurement Framework for Schooling in Australia, in consultation with stakeholders and advisory groups undertaken. ³	Suggested modifications to the Measurement Framework for Schooling in Australia drafted in preparation for endorsement by the Education Council in 2018–19.
2018–19 and beyond	The National Report on Schooling in Australia is published before the end of the subsequent calendar year.	2017, 2018, 2019 National Reports on Schooling in Australia published by end of 2018, 2019, 2020 respectively.
	Level of stakeholder satisfaction with the <i>My School</i> website.	Strong level of satisfaction with the <i>My School</i> website recorded.
	Enhancements to <i>My School</i> considered and agreed to by the Education Council in September 2015 progressed.	All enhancements to <i>My School</i> website consulted on with key stakeholders and progressed and/or implemented as agreed.

³ Performance criterion and target modified from 2016–17 PBS (page 102) to reflect the start of the review of the Measurement Framework for Schooling in Australia (as opposed to completion) with the related target indicating that endorsement by Education Council will not be sought until the 2018–19 reporting period.

Program 1.4: National Collaboration and Leadership

Objective	The program aims to ensure ACARA works in a transparent and collaborative manner with Commonwealth/state/territory departments of education and government and non-government school authorities. ACARA will share its proposals and work with a range of advisory groups to enable all stakeholders to provide input.
Delivery	Program 1.4 delivery activities are: <ul style="list-style-type: none"> • communicating information about ACARA's work and achievements to partners, stakeholders and the broader community • providing national leadership in curriculum, assessment, data collection and reporting directly and in collaboration with the Commonwealth, states, territories, non-government sector, AITSL, ESA and other stakeholder groups and ensure liaison with key stakeholders across all matters relating to curriculum, assessment and reporting • collaborating with international education bodies to ensure ACARA's work and advice to ministers is informed by leading research and better practice and provide support services internationally where this aligns with ACARA's core areas of work.
Purpose	Program 1.4 contributes to the following purpose of ACARA: <ul style="list-style-type: none"> • provide effective national leadership in curriculum development, educational assessment and national reporting • closely collaborate with jurisdictions, the non-government education sector and relevant stakeholders in pursuing the national education agenda.

Performance information 1.4 National Collaboration and Leadership

Year	Performance criteria	Expected achievement or target
2016–17	An advisory structure that is fit-for-purpose is in place.	Advisory structure published for 2016–17 on ACARA's website with feedback, measured via a survey of advisory groups in the first quarter of 2017, which shows the structure meets the purpose.
	A transparent and timely reporting process and structure is maintained.	Progress reports have been submitted to the Education Council and/or AESOC twice in 2016–17 and at each meeting of the ACARA Board and all advice provided on time and of high quality.
	Collaboration with partners (government and non-government school sectors), national stakeholders and international education bodies clearly maintained.	It is expected ACARA will maintain all scheduled meetings of ACARA's key advisory groups and ensure ACARA's attendance at key working groups and peak body opportunities. It is expected that communication with international bodies (e.g. OECD) will continue through 2016–17.
2017–18	An advisory structure that is fit-for-purpose is in place.	Advisory structure published.
	A transparent and timely reporting process and structure is maintained.	Progress reports against the annual work plan submitted AESOC twice and at each meeting of the ACARA Board and all advice provided on time and of high quality.

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Year	Performance criteria	Expected achievement or target
	Collaboration with partners (government and non-government school sectors), national stakeholders and international education bodies clearly maintained.	Evidence of collaboration through scheduled meetings of ACARA's key advisory groups, ACARA's attendance at key working groups and peak body opportunities and evidence of communication with international education bodies.
2018–19 and beyond	As per 2017–18	As per 2017–18

Section 3: Budgeted financial statements

Section 3 presents budgeted financial statements which provide a comprehensive snapshot of entity finances for the 2017–18 Budget year, including the impact of Budget measures and resourcing on financial statements.

3.1 BUDGETED FINANCIAL STATEMENTS

3.1.1 Differences between entity resourcing and financial statements

There are no material variances between the entity resources table and the budgeted financial statements.

3.1.2 Explanatory notes and analysis of budgeted financial statements

ACARA's work is undertaken through agreement by the COAG Education Council (the Council) and set through its Charter, its rolling quadrennial plan and any other written instructions from the Council. ACARA's budget is agreed to by Council and provided in accordance with the Council's agreed funding formula. ACARA's high-level 2016–17 to 2019–20 work plan and budget was endorsed by the Council in 2015–16. ACARA's high-level 2020–21 work plan and budget will be submitted to the Council for consideration at the end of 2016–17 as part of its 2017–18 to 2020–21 rolling quadrennial plan.

3.2 BUDGETED FINANCIAL STATEMENTS TABLES

Table 3.1: Comprehensive income statement (showing net cost of services) for the period ended 30 June

	2016–17 Estimated actual \$'000	2017–18 Budget \$'000	2018–19 Forward estimate \$'000	2019–20 Forward estimate \$'000	2020–21 Forward estimate \$'000
EXPENSES					
Employee benefits	13,282	14,274	14,478	14,288	-
Suppliers	14,279	13,589	13,116	13,522	-
Depreciation and amortisation	700	700	700	700	-
Total expenses	28,261	28,563	28,294	28,510	-
LESS:					
OWN-SOURCE INCOME					
Own-source revenue					
Interest	60	60	60	60	-
Other	28,201	28,503	28,234	28,450	-
Total own-source revenue	28,261	28,563	28,294	28,510	-
Total own-source income	28,261	28,563	28,294	28,510	-
Net (cost of)/contribution by services	-	-	-	-	-
Surplus/(deficit) attributable to the Australian Government	-	-	-	-	-
OTHER COMPREHENSIVE INCOME					
Total other comprehensive income	-	-	-	-	-
Total comprehensive income/(loss)	-	-	-	-	-
Total comprehensive income/(loss) attributable to the Australian Government	-	-	-	-	-

Prepared on Australian Accounting Standards basis.

Table 3.2: Budgeted departmental balance sheet (as at 30 June)

	2016–17 Estimated actual \$'000	2017–18 Budget \$'000	2018–19 Forward estimate \$'000	2019–20 Forward estimate \$'000	2020–21 Forward estimate \$'000
ASSETS					
Financial assets					
Cash and cash equivalents	6,039	5,453	5,878	6,155	-
Trade and other receivables	5,283	5,353	5,373	5,465	-
Total financial assets	11,322	10,806	11,251	11,620	-
Non-financial assets					
Property, plant and equipment	1,922	1,507	1,092	677	-
Other non-financial assets	85	85	85	85	-
Total non-financial assets	2,007	1,592	1,177	762	-
Assets held for sale					
Total assets	13,329	12,398	12,428	12,382	-
LIABILITIES					
Payables					
Suppliers	1,850	1,700	1,700	1,500	-
Other payables (grants in advance)	8,584	7,803	7,833	7,987	-
Total payables	10,434	9,503	9,533	9,487	-
Provisions					
Employee provisions	1,600	1,600	1,600	1,600	-
Other provisions	380	380	380	380	-
Total provisions	1,980	1,980	1,980	1,980	-
Total liabilities	12,414	11,483	11,513	11,467	-
Net assets	915	915	915	915	-
EQUITY*					
Parent entity interest					
Reserves	77	-	-	-	-
Retained surplus (accumulated deficit)	838	915	915	915	-
Total parent entity interest	915	915	915	915	-
Total equity	915	915	915	915	-

Prepared on Australian Accounting Standards basis.

* Equity is the residual interest in assets after deduction of liabilities.

Table 3.3: Departmental statement of changes in equity — summary of movement (Budget year 2017–18)

	Retained earnings	Asset revaluation reserve	Other reserves	Contributed equity/capital	Total equity
	\$'000	\$'000	\$'000	\$'000	\$'000
Opening balance as at 1 July 2017					
Balance carried forward from previous period	838	-	-	-	838
Adjustment for changes in accounting policies	77	-	-	-	77
Adjusted opening balance	915	-	-	-	915
Comprehensive income					
Other comprehensive income	-	-	-	-	-
Surplus/(deficit) for the period	-	-	-	-	-
Total comprehensive income	-	-	-	-	-
Estimated closing balance as at 30 June 2018	915	-	-	-	915
Less: non-controlling interests	-	-	-	-	-
Closing balance attributable to the Australian Government	915	-	-	-	915

Prepared on Australian Accounting Standards basis.

Table 3.4: Budgeted departmental statement of cash flows (for the period ended 30 June)

	2016–17 Estimated actual \$'000	2017–18 Budget \$'000	2018–19 Forward estimate \$'000	2019–20 Forward estimate \$'000	2020–21 Forward estimate \$'000
OPERATING ACTIVITIES					
Cash received					
Grants received	28,897	27,702	28,244	28,450	-
Interest	60	60	60	60	-
Net GST received	140	145	150	145	-
Other	255	-	-	-	-
Total cash received	29,352	27,907	28,454	28,655	-
Cash used					
Employees	13,147	14,500	14,706	14,513	-
Suppliers	14,485	13,708	13,038	13,580	-
Total cash used	27,632	28,208	27,744	28,093	-
Net cash from/(used by) operating activities	1,720	(301)	710	562	-
INVESTING ACTIVITIES					
Cash used					
Purchase of property, plant and equipment and intangibles	1,235	285	285	285	-
Total cash used	1,235	285	285	285	-
Net cash from/(used by) investing activities	(1,235)	(285)	(285)	(285)	-
Net increase/(decrease) in cash held	485	(586)	425	277	-
Cash and cash equivalents at the beginning of the reporting period	5,554	6,039	5,453	5,878	-
Cash and cash equivalents at the end of the reporting period	6,039	5,453	5,878	6,155	-

Prepared on Australian Accounting Standards basis.

Table 3.5: Departmental capital budget statement (for the period ended 30 June)

ACARA does not have a departmental capital budget therefore Table 3.5 is not presented.

Table 3.6: Statement of asset movements (Budget year 2017–18)

	Other property, plant and equipment \$'000	Computer software and intangibles \$'000	Other \$'000	Total \$'000
As at 1 July 2017				
Gross book value	2,640	-	-	2,640
Accumulated depreciation/ amortisation and impairment	(718)	-	-	(718)
Opening net book balance	1,922	-	-	1,922
Capital asset additions				
Estimated expenditure on new or replacement assets				
By purchase - other	285	-	-	285
Total additions	285	-	-	285
Other movements				
Depreciation/amortisation expense	(700)	-	-	(700)
Total other movements	(700)	-	-	(700)
As at 30 June 2018				
Gross book value	2,925	-	-	2,925
Accumulated depreciation/ amortisation and impairment	(1,418)	-	-	(1,418)
Closing net book balance	1,507	-	-	1,507

Prepared on Australian Accounting Standards basis.

Table 3.7: 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 3.7 is not presented.

Table 3.8: 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 3.8 is not presented.

Table 3.9: Schedule of budgeted administered cash flows (for the period ended 30 June)

ACARA has no administered cash flows therefore Table 3.9 is not presented.

Table 3.10: Administered capital budget statement (for the period ended 30 June)

ACARA has no administered capital budget therefore Table 3.10 is not presented.

Table 3.11: Statement of administered asset movements (Budget year 2017–18)

ACARA has no administered asset movements therefore Table 3.11 is not presented.

