

ACARA Curriculum Monitoring Framework

Draft Jurisdictional Feedback Questionnaire and Toolkit



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Annual Jurisdictional Feedback Questionnaire and Monitoring Toolkit

Purpose of this Package

This package contains:

- **The Annual Jurisdictional Feedback Questionnaire** – to be completed by each F-12 Curriculum Reference Group member for ACARA's annual curriculum monitoring process.
- **The Monitoring Toolkit** – an optional set of survey and interview/focus group templates that states, territories and jurisdictions may use or adapt to collect evidence to inform their questionnaire responses.

Note on terminology

We recognise that the Australian Curriculum may be referred to differently within states, territories and jurisdictions (e.g., as a syllabus or by another term). In both the questionnaire and the toolkit, "curriculum" refers to the relevant content, standards, and expectations in your jurisdiction, whether adopted directly from the Australian Curriculum or adapted into a jurisdiction-specific approach.

A smiling teacher with dark hair, wearing a light pink cardigan, sits on a wooden stool in a classroom. She is holding an open book and looking down at it. In the foreground, the backs of several children's heads are visible as they sit on the floor, listening to the teacher. The classroom background includes a wall with green star-shaped decorations, a bookshelf filled with books, and a wooden desk.

Part 1: Annual Jurisdictional Feedback Questionnaire

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Part 1: Annual Jurisdictional Feedback Questionnaire

This template is designed to collect annual feedback from jurisdictions on the implementation of the latest version of the Australian Curriculum V9.0, whether adopted or adapted. We recognise that implementation status and scope vary across jurisdictions.

In responding:

- Focus on curriculum aspects or learning areas where there has been substantial progress, success, or challenge in the past year.
- Note that you are **not expected to provide feedback on every learning area annually**. Instead, address the **core questions** across the curriculum and provide more detailed responses for the **deep-dive areas** nominated for this year.
- Please include at least one concrete **example** for each relevant question.
- Reference or attach supporting evidence wherever possible (e.g., consultation summaries, survey results, monitoring reports).

Please provide concise but detailed responses. As a guide, the total report should be approximately 8-10 pages in length, or up to 12 pages if including case studies (excluding any attachments appendices).

Section 1: Jurisdiction/Organisation Overview

Curriculum authority/organisation name
Reporting contact person and role
Date of submission

Section 2: Curriculum Implementation Status

Please indicate, in Table 1, the current status of implementation of the Australian Curriculum V 9.0 in your jurisdiction by selecting the most appropriate option. Provide additional comments if relevant. If a learning area is not yet implemented, please indicate the expected implementation timeline (month/year or year range). If no date is set, note as "To be confirmed."

	Fully adopted V 9.0	Partially adopted V 9.0	If yes, summarise briefly what has not been adopted and why	Have any adaptations been made to V 9.0?	If yes, summarise briefly what was adapted and why	Not yet implemented	If not yet implemented, please provide expected implementati on timeline
English							
Mathematics							
Science							
Humanities & Social Sciences							
The Arts							
Languages							
Health & PE							
Technologies							

Table 1 - Implementation, Adaptation, and Timeline by Learning Area

Please summarise how the General Capabilities have been adopted, adapted or implemented in your jurisdiction other than through their embedding in learning area content. For example, how are GCs integrated across different learning areas? What adaptations have been made to suit local contexts? What challenges/barriers are emerging?

Please summarise how the Cross-Curriculum Priorities have been adopted, adapted or implemented in your jurisdiction other than through their embedding in learning area content. For example, how are CCPs integrated across different learning areas? What adaptations have been made to suit local contexts? What challenges/barriers are emerging?

Section 3: Core Annual Questions (Cross-cutting)

These questions should be answered **in relation to the curriculum overall**, drawing on relevant examples from across learning areas, CCPs, or GCs in your jurisdiction this year.

1. Curriculum fidelity

Based on your responses in Table 1, please briefly describe your jurisdiction's current implementation of the Australian Curriculum V 9.0 and any changes or developments in the past 12 months, noting differences across learning areas.

How has your jurisdiction adapted or contextualised the curriculum to meet local needs and priorities while maintaining fidelity to the national intent?

Example request: Please provide examples of any adaptations made in one or more learning areas that have been particularly effective.

2. Curriculum coherence and alignment

Reflecting on your jurisdiction's experience, to what extent is the Australian Curriculum V 9.0 content (content descriptions and achievement standards) perceived as clear, coherent, and logically structured to support planning, teaching, and assessment?

Please comment on any changes in perception or practice compared with previous years. Where relevant, describe how perceptions differ across selected learning areas, general capabilities, or cross-curriculum priorities. You do not need to report on every learning area — focus on those where differences are most pronounced.

Example request: Please include any examples of strategies (for example, messaging or resource development) that have improved clarity and alignment, as well as areas of concern.

3. Equity and excellence

Based on your jurisdiction's experience, how well is the curriculum working for First Nations students, students experiencing disadvantage, or students with additional learning needs?

Please include any evidence, observations, or feedback that illustrate both successes and ongoing challenges, and any notable progress or emerging challenges compared with previous years.

How well is the curriculum supporting excellence?

Please include examples of practices, supports, or resources that have enabled students to excel.

Example request: Please provide at least one example of practice that has improved equity and/or excellence.

4. Implementation and manageability

How prepared and confident are teachers in delivering the Australia Curriculum V 9.0 at this point in time?

Please comment on preparedness, confidence, or support needs, including professional learning provided.

For learning areas which are using V 9.0, to what extent is the curriculum perceived as manageable to implement within available time, staffing, and resources?

To what extent do teachers use the resources provided by ACARA for implementing the Australian Curriculum V 9.0?

If other resources are used, please describe these (e.g., your own organisation's materials or resources from another organisation).

Example request: Please provide examples resources, professional learning, or support initiatives that you consider effective in improving curriculum implementation. Where possible, indicate their source.

5. Stakeholder satisfaction and perceived value

What feedback have you received from stakeholders (e.g., teachers, school leaders, parents, students, employers) about the clarity, usefulness, and value of the curriculum?

Please highlight any shifts in feedback themes compared with previous years.

Example request: Include representative stakeholder feedback illustrating curriculum strengths or areas for improvement.

Section 4: In-depth questions (rotating focus)

Each year ACARA will nominate the **learning areas or themes** for detailed feedback.

For this year, the focus areas are: [TBC]

Insert ACARA rationale for each of this year's focus areas.

For each focus area/theme:

1. Curriculum fidelity

Describe any adaptations made to meet local needs while maintaining fidelity to the national intent, including examples of effective adaptations.

2. Curriculum coherence and alignment

How clear, coherent, and logically structured is this learning area perceived to be for planning, teaching, and assessment?

Where possible, please include or summarise relevant curriculum mapping or planning documents for this learning area (e.g., scope and sequence charts, yearly overviews, or school-level planning tools) that illustrate how the curriculum is being enacted.

Please highlight any specific concerns you have with the learning area's: rationale; content descriptions; achievement standards; content elaborations; and any other aspect of the learning area.

Include examples of strategies that have improved clarity or alignment, as well as areas needing improvement.

3. Equity and excellence

What specific actions have been taken to ensure equitable access to this learning area?

How well is this learning area working for First Nations students? Provide evidence where possible.

How well is the learning area working for students with additional learning needs? Provide evidence where possible.

What specific actions have been taken in this learning area to enable students to excel?

4. Implementation and manageability

How prepared and confident are teachers in delivering this learning area?

What supports, resources, or professional learning have been most effective?

5. Stakeholder satisfaction and perceived value

What feedback have you received from stakeholders about this learning area this year?

Please indicate the type of stakeholder (e.g., teacher, parent, school leader, professional association, employer) or name of the stakeholder as appropriate.

What aspects of the curriculum have presented the greatest challenges?
What new opportunities for improvement have emerged?
What aspects are working most well?

You may provide up to two detailed examples of good practice that best demonstrate effective curriculum implementation in your jurisdiction.

Possible examples could include:

- Innovative adaptations to local contexts.
- Approaches that have improved equity or engagement.
- Use of content elaborations to support teaching and learning.
- Any other practices you consider noteworthy.

Where possible, include supporting evidence (e.g., evaluation findings, student/teacher feedback, or artefacts).

1.

2.

Section 7: Additional information

Please use this space for any other comments, reflections, or contextual information that may help ACARA interpret your responses.

A photograph of two young children in a classroom setting. A boy with curly red hair, wearing a red shirt, is leaning over a desk, pointing at a globe. A girl with long brown hair, wearing a striped shirt, is sitting next to him, looking at an open notebook. The desk is cluttered with various educational materials, including a pink and blue geometric shape board, a yellow and red circular shape board, and several open notebooks. In the background, there is a wooden shelf with more educational toys and a calendar showing the number 19. The text "Part 2: Monitoring Toolkit (optional)" is overlaid in the center of the image.

Part 2: Monitoring Toolkit (optional)

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Part 2: Monitoring Toolkit

Purpose

This toolkit is designed to help states, territories, and jurisdictions gather data and insights to inform their annual monitoring reports to ACARA. Use of the toolkit is **optional**, and jurisdictions may adapt or replace the instruments to suit local contexts.

The toolkit can also be adapted to focus on particular learning areas or themes nominated for that year's deep-dive reporting.

Tool 1: School Staff Survey

Purpose

This survey aims to understand the experiences of teachers, school leaders, and curriculum leaders, with implementing the Australian Curriculum V 9.0 (or your jurisdiction's equivalent) in your setting. Your feedback will help identify strengths, challenges, and examples of good practice. Responses are anonymous and will be aggregated for reporting.

Section 1: About you	
<i>Please indicate your response with a tick</i>	
Which state or territory do you teach in?	
Australian Capital Territory	
New South Wales	
Northern Territory	
Queensland	
South Australia	
Tasmania	
Victoria	
Western Australia	
Which curriculum do you currently implement? (e.g., Australian Curriculum V 9.0 as written, NESA syllabuses Early Stage 1 – Stage 5)	
Which of the following best describes your role?	
Teacher (e.g., classroom or specialist teacher)	
School leader (e.g., principal, deputy principal, head of school)	
Curriculum leader (e.g., head of curriculum, curriculum coordinator)	
Other (please specify):	
What year levels do you teach?	
Foundation–Year 2	
Years 3–6	

Years 7–10	
Foundation–Year 10	
What areas do you mainly teach?	
Which learning area(s) or dimensions of the curriculum are you mainly responding about in this survey? (Tick all that apply) <i>Note: If you teach more than one learning area, please answer the questions with the area(s) you ticked below in mind.</i>	
English	
Mathematics	
Science	
Humanities and Social Sciences	
The Arts (please specify arts subject(s))	
Languages (please specify language(s))	
Health and Physical Education	
Technologies	
Cross-curriculum priorities (please specify)	
General capabilities (please specify)	
In which sector is your school?	
Government	
Catholic	
Independent	
What type of school do you teach in?	
Primary	
Secondary	
Combined	
Specialist	
What is your school location?	
Metropolitan	
Regional	

Remote	
Very remote	
What percentage of students are:	
First Nations students	
EAL/D students	

Section 2: Closed-response statements

Please indicate your level of agreement with each statement with a tick.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / N/A
The curriculum is clear and logically structured.					
The content descriptions support planning for teaching, learning, and assessment.					
The achievement standards support planning for teaching, learning and assessment.					
The curriculum content is relevant to my students.					
The curriculum allows flexibility to adapt to local needs.					
The amount of content is manageable within available time.					
The curriculum supports equity for First Nations students.					
The curriculum supports equity for students with additional learning needs.					
The curriculum supports excellence for all learners.					
I have the capability to deliver the curriculum effectively.					
I feel confident delivering the curriculum.					
I have access to sufficient resources and supports to deliver the curriculum.					
The curriculum contributes to improved student learning outcomes.					
The curriculum contributes to student engagement.					
The curriculum is useful and valuable in supporting my teaching practice.					

Section 3: Open-ended questions

1. What aspects of the curriculum have worked particularly well in your teaching?

2. What challenges have you encountered in implementing the curriculum?

3. Please share any examples of effective or innovative practices you have used to support curriculum implementation.

4. Please provide examples of practices that reflect First Nations knowledges, pedagogies, or partnerships in curriculum implementation.

5. What are the key resources you use to support your teaching in this learning area? (Please list and/or add links to specific resources, such as curriculum documents, teaching guides, digital platforms, or other materials.)

Section 4: Optional additional comments

Tool 2: Sample interview / focus group guide – School staff

Purpose

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

Introduction (suggested script)

Thank you for taking part in this discussion. We're interested in your perspectives and experiences with implementing the Australian Curriculum V 9.0. There are no right or wrong answers. With your consent, we'll take notes (or record) to help summarise the key points.

Core questions

Curriculum implementation

- How has the Australian Curriculum V 9.0 been implemented in your school or setting?
- What does that look like in practice?
- Prompts
 - How is the curriculum reflected in planning documents (scope/sequence, units of work)?
 - How are teachers using content descriptions, standards, elaborations?
 - How do you see this in classrooms (teaching, assessment, resources)?
- What stage are you at with implementing the curriculum in the relevant learning area(s)?

Adaptation and flexibility

- Have you made any adaptations to the curriculum?
- Why were these changes needed?

Clarity and coherence

- How clear and coherent do you find the curriculum website and supporting resources?
- Prompts
 - If implementing an adapted curriculum, to what extent do you use the Australian Curriculum V 9.0 website and supporting resources?
- How well do they support planning, teaching, assessment, and the use of achievement standards?

Equity and access

- How well do you feel the curriculum supports First Nations students? Can you share any examples or evidence of how the curriculum is working (or not working) for these students?
- How well do you feel the curriculum supports equity and inclusion for all students?
- Can you share any examples or evidence of how the curriculum is working (or not working) for students experiencing disadvantage or additional learning needs?

Feasibility

- Which factors in teaching affect your workload the most? (Prompts: student behaviour, increased workload due to teacher shortage/bureaucracy)
- How manageable is the curriculum in terms of workload and resources?

Capability and confidence

- How prepared and confident do you feel delivering the curriculum?
- What supports have been most helpful?

Student outcomes

- What impact have you noticed on student learning and engagement?

Examples of good practice

- Can you share any examples of successful or innovative practices you've used to support implementation of the curriculum in order to engage students?

Improvements

- What additional support, resources, or changes would make implementation easier or more effective?

Closing

- Is there anything else you'd like to add that we haven't covered?

Tool 3: Sample interview / focus group guide – Students

Purpose

To gather qualitative insights from students on experiences with receiving (learning from) the Australian Curriculum V 9.0 (or your jurisdiction's equivalent).

Introduction (suggested script)

Thank you for taking part in this discussion. We're interested in your perspectives and experiences learning from the Australian Curriculum V 9.0. There are no right or wrong answers, and it is important to know that your answers will in no way influence your results on current or future assessment. With your consent, we'll take notes (or record) to help summarise the key points.

Core questions

Curriculum implementation

- In what ways do you experience curriculum change in your school?
- Prompt:
 - You may have seen in the media that the curriculum has been revised and that there have been changes to the curriculum, how does that feel in your school when the curriculum changes?

Clarity and coherence

- How well do you understand what you are being taught in your subjects?
- How well do you feel the topics build and progress in your subjects?
- Do you feel like there is double up in your subjects and what you learn?
- Do you feel like the assessment you complete is relevant to what you have learnt?

Equity and access

- How well do you feel the curriculum supports equity and inclusion for all students?
- Can you share any examples or evidence of how the curriculum is working (or not working) for any particular student groups?

Feasibility

- How do you feel about the amount of content that is taught in classes? (e.g., is there too much content, or could there be more taught)

Student outcomes

- Do you feel your subjects are preparing you for the next year level or for life beyond school?

Closing

- Do you have anything else you would like to add that we haven't covered?

Tool 4: Yarning Circle / Focus Group Guide – First Nations Teachers and Stakeholders, and Teachers of First Nations Students

Purpose

To listen deeply to the experiences and insights of First Nations teachers, teachers of First Nations students, and other stakeholders about how the Australian Curriculum Version 9.0 (or jurisdictional equivalent) is interpreted and implemented in local contexts.

The yarning circle / focus group focuses on strengths, challenges, and ways the curriculum can better reflect Aboriginal and Torres Strait Islander ways of being, knowing and doing.

Approach

- This tool uses a **yarning circle** – a culturally grounded, relational and story-based way of sharing.
- The process values **respect, relationships, reciprocity and responsibility**.
- It is less about questions and answers, and more about listening and connecting through story.
- The guidance and questions may also be used as the basis of a focus group.

Facilitator guidance

- Begin with a Welcome to Country or Acknowledgement of Country.
- Introduce yourself, your role and purpose.
- Invite each person to share who they are and their connection to community or education.
- Explain that participation is voluntary and everyone's voice is valued.
- Seek consent to take notes or record.
- Let conversation flow naturally; prompts can guide if needed.

Opening Yarn – Setting the scene

- Can you share a bit about your connection to education and community?
- What does teaching and learning look like in your school or community?
- When you think about the curriculum, what is going well, what may need more support?

Main Yarn – Exploring experiences

- What do you know works and what are you and your team doing that seems get positive engagement with students?
- What areas of the curriculum/ learning areas seems to be working with your students?
- What areas of the curriculum do you think students are needing more support to complete successfully?
- Can you share an example of when students were excited to share how the learning experience connected to their identity/ Country and/or Culture/story?
- When planning, how do you think about your First Nations students and their identity and connectedness to Country and Culture? Can you share an example?
- What supports help you to do this? What gets in the way?
- How are Elders, families and community involved in learning? Can you share an example?

- How is the curriculum supporting students' engagement, achievement, and pride in their identity and culture?
- What changes have you noticed in students' confidence or connection to culture?
- Can you share a story that shows the curriculum is working well for First Nations students, both within and beyond the classroom?
- What would you do if you had the chance to make a change to the curriculum?

Closing the yarn

- Is there anything else you'd like to share?
- What message would you like ACARA or your jurisdiction to hear from your community?
- Thank participants for sharing their time, wisdom, and stories.

Facilitator reflection (after the yarn)

- Note key themes, stories and values expressed.
- Consider what these mean for curriculum design, implementation and monitoring.