

**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: Entity 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. 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's (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 2017-18 to 2020-21 work plan and budget was endorsed by the Council in January 2018. ACARA's high-level 2019-20 to 2022-23 work plan and budget will be submitted to the Council for consideration in mid-2019.

A priority for ACARA during 2019-20 is continuing to ensure 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 2020. During this period, ACARA will also maintain research into international curriculum developments and trends to inform advice and agreed refinements to the Australian Curriculum.

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 ACARA 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 ACARA'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, whilst the 'Budgeted expenses by Outcome 1' tables 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 2019–20 as at Budget April 2019

	<i>2018–19 Estimated actual \$'000</i>	2019–20 Estimate \$'000
Opening balance/cash reserves at 1 July	7,352	7,950
Funds from Government		
Amounts received from related entities		
Amounts from portfolio department (a)	16,986	15,376
Amounts from other entities	40	-
Total amounts received from related entities	17,026	15,376
Total funds from Government	17,026	15,376
Funds from industry sources		
Funds from other sources		
Interest	180	180
Other	12,862	12,050
Total funds from other sources	13,042	12,230
Total net resourcing for Australian, Curriculum, Assessment and Reporting Authority	37,420	35,556
	<i>2018–19</i>	2019–20
Average staffing level (number)	90	93

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

- (a) Funding provided by the portfolio department that is not specified within the Annual Appropriation Bills as a payment to the corporate entity (for example, a grant awarded to a corporate entity from one of its portfolio department's administered programs).

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 ACARA Budget Statements will be read with broader information provided in ACARA's corporate plans and annual performance statements – included in Annual Reports - to provide ACARA'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 ACARA 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.

Outcome 1: Improved quality and consistency of school education in Australia through a national curriculum, national assessment, data collection, and performance reporting system.					
	2018–19 Estimated actual \$'000	2019–20 Budget \$'000	2020–21 Forward estimate \$'000	2021–22 Forward estimate \$'000	2022–23 Forward estimate \$'000
Program 1.1: National Curriculum					
Revenue from Government					
Payment from related entities	5,089	4,937	2,531	-	-
Revenues from other independent sources	2,499	2,628	2,575	-	-
Total expenses for Program 1.1	7,588	7,565	5,106	-	-
Program 1.2: National Assessment					
Revenue from Government					
Payment from related entities	7,882	7,817	7,798	-	-
Revenues from other independent sources	7,930	7,767	7,935	-	-
Total expenses for Program 1.2	15,813	15,585	15,733	-	-
Program 1.3: National Data Collection and Reporting					
Revenue from Government					
Payment from related entities	2,052	1,886	2,055	-	-
Revenues from other independent sources	2,141	1,915	2,091	-	-
Total expenses for Program 1.3	4,193	3,801	4,147	-	-
Program 1.4: National Collaboration and Leadership					
Revenue from Government					
Payment from related entities	932	906	989	-	-
Revenues from other independent sources	972	920	1,006	-	-
Total expenses for Program 1.4	1,905	1,826	1,994	-	-
Outcome 1 totals by resource type					
Revenue from Government					
Payment from related entities	15,956	15,546	13,373	-	-
Revenues from other independent sources	13,542	13,230	13,607	-	-
Total expenses for Outcome 1	29,498	28,776	26,980	-	-
Average staffing level (number)					
	2018–19	2019–20			
	90	93			

Note: Departmental appropriation splits and totals are indicative estimates and may change in the course of the budget year as government priorities change.

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 2019–20 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	<ul style="list-style-type: none"> • Delivering the Foundation – Year 10 and senior secondary Australian Curriculum • Strengthening assessment of student learning of the Australian Curriculum through provision of student work samples, NAP development and data analysis • Providing authoritative curriculum advice to stakeholders and facilitate information-sharing and collaboration in support of the Australian Curriculum • 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.
Purposes	Program 1.1 contributes to the following purposes of ACARA: <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
2018–19	<ul style="list-style-type: none"> • Activities relating to monitoring the national curriculum, international comparisons and research on developments in curriculum design undertaken • Portfolios of work samples for all published curriculum available. 	<ul style="list-style-type: none"> • Reports on national curriculum monitoring, international comparison(s) and research on developments in curriculum design published by the end of the third quarter of the reporting year • Portfolios of new work samples for Languages, History 7-10 and HASS F-6 published by end of reporting year.

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Year	Performance criteria	Targets
2019–20	<ul style="list-style-type: none"> • Activities relating to monitoring the national curriculum, international comparisons and research on developments in curriculum design undertaken • Activities relating to monitoring the national curriculum, international comparisons and research on developments in school curriculum design activities completed and the scope of the refinement of the Australian Curriculum ready for approval by the ACARA Board. 	<ul style="list-style-type: none"> • Reports on national curriculum monitoring and any research on international developments in curriculum design published by the end of the reporting year • The scope for refinement of the Australian Curriculum, (informed by analysis of monitoring, comparative and research activities 2016–17 to 2019–20) approved by the ACARA Board.
2020–21 and beyond	<ul style="list-style-type: none"> • Agreed refinements to the Australian Curriculum commenced • Refinements to the Australian Curriculum in progress in collaboration with partners and stakeholders. 	<ul style="list-style-type: none"> • Actions for refinements to the Australian Curriculum are agreed to by jurisdictions and work on refinements undertaken.

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	<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.
Purposes	<p>Program 1.2 contributes to the following purposes 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
2018–19	<ul style="list-style-type: none"> • National Assessment Program (NAP) – NAPLAN and NAP sample assessments delivered • Evaluation of NAPLAN online processes undertaken and potential enhancements identified. 	<ul style="list-style-type: none"> • NAP successfully delivered, reported on (including delivery of NAPLAN online in 2019 to schools, as determined by state and territory authorities) • NAPLAN online processes reviewed with Tailored Test Design and test content specifications updated and significant improvements to Online accessibility adjustments • Testing and certification completed before any NAPLAN Online event to provide assurances to stakeholders that test content, platform functionality relating to ACARA's functions, data analysis and psychometric components, and national policy guidance materials are fit for purpose.

Year	Performance criteria	Targets
2019–20	<ul style="list-style-type: none"> • NAP for information and communication technology literacy (ICTL) revised, relative to the Australian Curriculum: Digital Technologies and ICT General Capability. 	<ul style="list-style-type: none"> • In accordance with the National STEM School Education Strategy, the pilot study and trial of NAP-ICTL successfully undertaken in line with the revised definition of ICTL, relative to the Australian Curriculum: Digital Technologies and ICT General Capability.
2020–21 and beyond	<ul style="list-style-type: none"> • Level of stakeholder satisfaction with online assessment • Advice on NAP enhancements developed. 	<ul style="list-style-type: none"> • Strong level of satisfaction with NAP online assessment recorded • Advice on NAP enhancements considered by the ACARA Board, AESOC and Education Council by end of June 2022.

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	<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 My School 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.
Purposes	<p>Program 1.3 contributes to the following purpose of ACARA:</p> <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
2018–19	<ul style="list-style-type: none"> • The National Report on Schooling in Australia is approved by the ACARA Board before the end of the subsequent calendar year • Revisions to the Measurement Framework for Schooling in Australia scoped. 	<ul style="list-style-type: none"> • The 2017 National Report on Schooling drafted and approved by the ACARA Board in December 2018 and published on 28 February 2019 • The data portal updated in December and March with the most up-to-date available data, allowing public access to the various agreed national data sets for schooling • The scope of revisions required to be made to the Measurement Framework for Schooling in Australia considered by jurisdictions.

Year	Performance criteria	Targets
2019–20	<ul style="list-style-type: none"> • The National Report on Schooling in Australia is approved by the ACARA Board before the end of the subsequent calendar year • Enhancements to My School considered and agreed to by the Education Council progressed. 	<ul style="list-style-type: none"> • The National Report on Schooling drafted and approved by the ACARA Board by the end of December of the following year; the data portal updated in December and March with the most up-to-date available data, allowing public access to the various agreed national data sets for schooling • All enhancements to My School consulted on with key stakeholders and implemented as agreed.

Year	Performance criteria	Targets
2020–21 and beyond	<ul style="list-style-type: none"> The presentation of national reports (e.g. NAP reports) revised and any related proposal for change presented to the ACARA Board, AESOC and Council as required Level of stakeholder satisfaction with the My School website. 	<ul style="list-style-type: none"> Proposal(s) relating to the presentation of data/national reports developed and presented to the ACARA Board, AESOC and Council, as required, for consideration Strong level of satisfaction with the My School website recorded.

Program 1.4 – National Collaboration and Leadership

Objective	<p>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.</p> <p>ACARA will share its proposals and work with a range of advisory groups to enable all stakeholders to provide input.</p>
Delivery	<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.
Purposes	<p>Program 1.4 contributes to the following purpose of ACARA:</p> <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
2018–19	<ul style="list-style-type: none"> An advisory structure that is fit for purpose is in place A transparent and timely reporting process and structure is maintained Collaboration with partners (government and non-government school sectors), national stakeholders and international education bodies clearly maintained. 	<ul style="list-style-type: none"> A revised advisory structure published on ACARA’s website and strong level of satisfaction received as measured through surveys in the second half of 2018–19 Progress reports against the annual work plan submitted to the Council and/or AESOC each year and at each meeting of the ACARA Board and all advice provided on time and of high quality 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.

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Year	Performance criteria	Targets
2019–20	<ul style="list-style-type: none"> • An advisory structure that is fit for purpose is in place • A transparent and timely reporting process and structure is maintained • Collaboration with partners (government and non-government school sectors), national stakeholders and international education bodies clearly maintained. 	<ul style="list-style-type: none"> • Advisory structure published • Progress reports against the annual work plan submitted to the Council and/or AESOC each year and at each meeting of the ACARA Board and all advice provided on time and of high quality • 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.
2020–21 and beyond	As per 2019–20.	As per 2019–20.

Section 3: Budgeted financial statements

Section 3 presents budgeted financial statements which provide a comprehensive snapshot of ACARA's finances for the 2019-20 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 the Council and provided in accordance with the Council's agreed funding formula.

ACARA's high level 2019-20 to 2020-21 work plan and budget was endorsed by the Council in January 2018. ACARA's high level 2021-22 to 2022-23 work plan and budget has yet to be endorsed by Council as part of ACARA's 2019-20 to 2022-23 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

	2018–19 Estimated actual \$'000	2019–20 Budget \$'000	2020–21 Forward estimate \$'000	2021–22 Forward estimate \$'000	2022–23 Forward estimate \$'000
EXPENSES					
Employee benefits	15,517	15,827	14,819	-	-
Suppliers	13,273	12,284	11,453	-	-
Depreciation and amortisation	708	665	708	-	-
Total expenses	29,498	28,776	26,980	-	-
LESS:					
OWN-SOURCE INCOME					
Own-source revenue					
Interest	180	180	180	-	-
Other	29,318	28,596	26,800	-	-
Total own-source revenue	29,498	28,776	26,980	-	-
Total gains	-	-	-	-	-
Total own-source income	29,498	28,776	26,980	-	-
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)

	2018–19 Estimated actual \$'000	2019–20 Budget \$'000	2020–21 Forward estimate \$'000	2021–22 Forward estimate \$'000	2022–23 Forward estimate \$'000
ASSETS					
Financial assets					
Cash and cash equivalents	7,950	7,065	6,195	-	-
Trade and other receivables	8,844	9,019	9,169	-	-
Other financial assets	36	36	36	-	-
Total financial assets	16,830	16,120	15,400	-	-
Non-financial assets					
Property, plant and equipment	878	663	713	-	-
Other non-financial assets	280	280	280	-	-
Total non-financial assets	1,158	943	993	-	-
Total assets	17,988	17,063	16,393	-	-
LIABILITIES					
Payables					
Suppliers	1,907	1,907	1,957	-	-
Grants	11,463	10,468	9,718	-	-
Total payables	13,370	12,375	11,675	-	-
Provisions					
Employee provisions	2,319	2,389	2,419	-	-
Other provisions	364	364	364	-	-
Total provisions	2,683	2,753	2,783	-	-
Total liabilities	16,053	15,128	14,458	-	-
Net assets	1,935	1,935	1,935	-	-
EQUITY*					
Parent entity interest					
Retained surplus (accumulated deficit)	1,935	1,935	1,935	-	-
Total parent entity interest	1,935	1,935	1,935	-	-
Total equity	1,935	1,935	1,935	-	-

Prepared on Australian Accounting Standards basis.

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

Table 3.3: Departmental statement of changes in equity — summary of movement (Budget year 2019–20)

	Retained earnings	Asset revaluation reserve	Other reserves	Contributed equity/capital	Total equity
	\$'000	\$'000	\$'000	\$'000	\$'000
Opening balance as at 1 July 2019					
Balance carried forward from previous period	1,935	-	-	-	1,935
Adjustment for changes in accounting policies	-	-	-	-	-
Adjusted opening balance	1,935	-	-	-	1,935
Comprehensive income					
Surplus/(deficit) for the period	-	-	-	-	-
Estimated closing balance as at 30 June 2020	1,935	-	-	-	1,935
Closing balance attributable to the Australian Government	1,935	-	-	-	1,935

Prepared on Australian Accounting Standards basis.

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

	2018–19 Estimated actual \$'000	2019–20 Budget \$'000	2020–21 Forward estimate \$'000	2021–22 Forward estimate \$'000	2022–23 Forward estimate \$'000
OPERATING ACTIVITIES					
Cash received					
Receipts from Government	29,888	27,426	25,900	-	-
Interest	180	180	180	-	-
Total cash received	30,068	27,606	26,080	-	-
Cash used					
Employees	15,447	15,757	14,789	-	-
Suppliers	13,773	12,284	11,403	-	-
Total cash used	29,220	28,041	26,192	-	-
Net cash from/(used by) operating activities	848	(435)	(112)	-	-
INVESTING ACTIVITIES					
Cash used					
Purchase of property, plant and equipment and intangibles	250	450	758	-	-
Total cash used	250	450	758	-	-
Net cash from/(used by) investing activities	(250)	(450)	(758)	-	-
Net increase/(decrease) in cash held	598	(885)	(870)	-	-
Cash and cash equivalents at the beginning of the reporting period	7,352	7,950	7,065	-	-
Cash and cash equivalents at the end of the reporting period	7,950	7,065	6,195	-	-

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 2019–20)

	Other property, plant and equipment \$'000	Computer software and intangibles \$'000	Total \$'000
As at 1 July 2019			
Gross book value	2,885	8	2,893
Accumulated depreciation/ amortisation and impairment	(2,007)	(8)	(2,015)
Opening net book balance	878	-	878
Capital asset additions			
Estimated expenditure on new or replacement assets			
By purchase - other	450	-	450
Total additions	450	-	450
Other movements			
Depreciation/amortisation expense	(665)	-	(665)
Total other movements	(665)	-	(665)
As at 30 June 2020			
Gross book value	3,335	8	3,343
Accumulated depreciation/ amortisation and impairment	(2,672)	(8)	(2,680)
Closing net book balance	663	-	663

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 statement therefore Table 3.10 is not presented.

Table 3.11: Statement of administered asset movements (Budget year 2019–20)

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