



Australian Government



**NATIONAL
ARCHIVES
OF AUSTRALIA**

Records Authority

2016/00115762

**Australian Curriculum, Assessment
and Reporting Authority**

*Curriculum Development, Data Collection & Reporting,
National Education Assessment*

2016



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INTRODUCTION

The Australian Curriculum, Assessment and Reporting Authority (ACARA) and the National Archives of Australia have developed this records authority to set out the requirements for keeping or destroying records for the core business areas of Curriculum Development, Data Collection and Reporting, and National Education Assessment. It represents a significant commitment on behalf of ACARA to understand, create and manage the records of its activities.

This records authority is based on the identification and analysis of the business of ACARA. It takes into account the agency's legal and organisational records management requirements, and the interests of stakeholders, the agency and the National Archives.

The records authority sets out those records that need to be retained as national archives and specifies the minimum length of time that temporary records need to be kept. This records authority gives ACARA permission under the *Archives Act 1983*, for the destruction of the temporary records described after the minimum retention period has expired. Retention periods for these temporary records are based on: an assessment of business needs; broader organisational accountability requirements; and community expectations, and are approved by the National Archives on the basis of information provided by the agency.

As changes in circumstances may affect future records management requirements, the periodic review of this records authority is recommended. All amendments must be approved by the National Archives.

APPLICATION OF THIS AUTHORITY

1. This records authority is to be used to determine how long records must be kept. Records are matched to the relevant core business and records class in the records authority.
 - Where the minimum retention period has expired and the records are not needed for agency business they should be destroyed as authorised in this records authority.
 - Records that have not reached the minimum retention period must be kept until they do.
 - Records that are identified as 'retain as national archives' are to be transferred to the National Archives for preservation.
2. This records authority should be used in conjunction with general records authorities such as:
 - AFDA Express issued by the National Archives to cover business processes and records common to Australian Government agencies;
 - General Records Authority 27 – Governing Bodies; and
 - General Records Authority 31 – Destruction of source or original records after digitisation, conversion or migration (2015).
3. The Normal Administrative Practice (NAP) provision of the *Archives Act 1983* gives agencies permission to destroy certain records without formal authorisation. This usually occurs where records are duplicated, facilitative or for short-term use only. NAP does not replace arrangements agreed to in this records authority but can be used as a tool to assist in identifying records for destruction together with an agency's records authority or authorities, and with AFDA and AFDA Express. The National Archives recommends that agencies develop and implement a NAP policy. Advice and guidance on destroying records as a normal administrative practice and on how to develop an agency NAP policy is available from the National Archives' website at www.naa.gov.au.
4. Records that are reasonably likely to be needed as evidence in a current or future judicial proceeding or are subject to a request for access under the *Archives Act 1983*, the *Freedom of Information Act 1982* or any other relevant act must not be destroyed until the action has been completed.
5. Records subject to a disposal freeze must not be destroyed until the freeze has been lifted. Further information about disposal freezes and whether they affect the application of this authority is available from the National Archives website at www.naa.gov.au.
6. Where the method of recording information changes (for example from a manual system to an electronic system, or when information is migrated from one system to a new system) this records authority can still be applied, providing the records document the same core business. The information must be accessible for the period of time prescribed in this records authority. The agency will need to maintain continuing

access to the information, including digital information, for the periods prescribed in this records authority or until the information is transferred into the custody of the National Archives.

7. In general, retention requirements indicate a minimum period for retention. ACARA may extend minimum retention periods if it considers that there is an administrative need to do so, without further reference to the National Archives. Where ACARA believes that its accountability will be substantially compromised because a retention period or periods are not adequate, it should contact the National Archives for review of the retention period.
8. Records coming within 'retain as national archives' classes in this records authority have been determined to be part of the archival resources of the Commonwealth under Section 3C of the *Archives Act 1983*. The determination of Commonwealth records as archival resources of the Commonwealth obliges agencies to transfer the records to the National Archives when they cease to be current and, in any event, within 15 years of the records coming into existence, under Section 27 of the *Archives Act 1983*.
9. Records in the care of agencies should be appropriately stored, managed and preserved. Agencies need to meet this obligation to ensure that the records remain authentic and accessible over time. Under Section 31 of the *Archives Act 1983*, access arrangements are required for records that become available for public access including those records that remain in agency custody.
10. Appropriate arrangements should be made with the National Archives when records are to be transferred into custody. The National Archives accepts for transfer only those records designated as national archives. Records created digitally after 1 January 2016 can be transferred in digital formats only.
11. Advice on how to use this authority is available from ACARA's records manager. If there are problems with the application of the authority that cannot be resolved, please contact the National Archives.

CONTACT INFORMATION

For assistance with this records authority or for advice on other records management matters, please contact National Archives' Agency Service Centre.

Queen Victoria Terrace
Parkes ACT 2600
PO Box 7425
Canberra Business Centre ACT 2610

Email: recordkeeping@naa.gov.au
Website: www.naa.gov.au

AUTHORISATION

RECORDS AUTHORITY 2016/00115762

**Person to whom notice of
authorisation is given:**

Mr Robert Randall
Chief Executive Officer
Australian Curriculum, Assessment and Reporting
Authority
Level 10
255 Pitt Street
Sydney NSW 2000

Purpose:

Authorises arrangements for the disposal of records in accordance with Section 24(2)(b) of the *Archives Act 1983*.

Determines records classed as 'retain as national archives' in this Records Authority to be part of the archival resources of the Commonwealth under Section 3C of the *Archives Act 1983*.

Application:

All core business records relating to Curriculum Development, Data Collection & Reporting, and National Education Assessment.

This authority gives permission for the destruction, retention or transfer to the National Archives of Australia of the records described. This authority will apply only with the consent of the agency currently responsible for the business documented in the records described.

Authorised by

Anne Lyons
Assistant Director-General
National Archives of Australia

Date of issue: 16 June 2016

CURRICULUM DEVELOPMENT

The core business of developing and administering the Australian Curriculum, including creating the content of the curriculum, setting achievement standards for learning areas and managing the curriculum development processes. Includes assessment and recognition of alternative national curriculum frameworks.

The **core activities** include:

- developing, implementing and reviewing curriculum development policies, procedures, methodologies, frameworks, strategies, standards, protocols, programs and projects;
- providing and receiving advice and other information;
- planning, developing, managing, monitoring and reviewing national curriculum content. Includes shaping, writing, publishing, monitoring and evaluating curriculum content for specific learning areas and project management of content development projects;
- identifying, collecting and publishing portfolios of student work samples and teacher assessment tasks that illustrate the achievement of curriculum standards;
- receiving and assessing submissions for the formal recognition of alternative national curriculum frameworks, including assisting organisations in preparing submissions;
- managing appeals and reviews of agency decisions;
- compiling and maintaining registers and summary information to support the core business;
- providing curriculum resource products and services to support the core business and assist schools and school systems;
- developing and delivering training, support and guidance to students, parents and teaching professionals, to assist in the implementation of the Australian Curriculum;
- establishing, managing and participating in internal and external committees, meetings, forums, panels and working groups;
- liaising with stakeholders;
- monitoring and surveillance of the performance of the Australian Curriculum and recognised alternative national curriculums;
- undertaking research and analysis; and
- undertaking educational and marketing campaigns to promote the curriculum and associated initiatives, programs and services, including delivery of information awareness sessions.

The performance of the core business is supported by **general activities** such as:

- project management;
- planning and reporting;
- negotiating, establishing and implementing agreements and contracts;
- delegating powers and authorising actions;
- arranging trips and visits;
- preparing and presenting speeches;
- planning, conducting and facilitating audits;
- arranging and attending conferences, seminars, discussion forums and workshops; and
- identifying, assessing and managing risks.

Cross references to other areas of this records authority

For collating and reporting on outcomes of Australian school and school student performance assessments, use DATA COLLECTION & REPORTING.

CURRICULUM DEVELOPMENT

For developing and administering the national program for assessing the performance of Australian schools and school students, use NATIONAL EDUCATION ASSESSMENT.

Cross references to AFDA Express records authority

For advice, briefs and submissions to the portfolio Minister, cabinet submissions and the organisation's participation in formal inquiries, use GOVERNMENT RELATIONS.

For development of new legislation and amendments to existing legislation, use GOVERNMENT RELATIONS and/or STRATEGIC MANAGEMENT.

For media releases, use COMMUNITY RELATIONS and/or GOVERNMENT RELATIONS.

For managing the acquisition of goods and services, including tendering and contracting arrangements, use PROCUREMENT.

Cross references to other records authorities

For the establishment and management of the agency's governing body (ie the ACARA Board), use GOVERNING BODIES.

For developing and executing contracts under seal or deeds, use CONTRACTS UNDER SEAL/DEEDS.

Class no	Description of records	Disposal action
62019	<p>The following significant records documenting:</p> <ul style="list-style-type: none"> • developing and reviewing high-level policies, guidelines, plans, strategies, frameworks, methodologies, standards and protocols, including achievement standards and benchmarks (eg Curriculum Development Process; Shape of the Australian Curriculum). Includes final versions, policy statements, major drafts, papers, submissions, stakeholder consultation and supporting research; • providing and receiving high-level advice. Includes final versions of advice, position papers, briefings, reports, opinions and submissions; • developing national and high-level projects (eg Curriculum Mapping project) and programs to support the core business, including the establishment of the alternative national curriculum framework recognition program. Includes proposal, business case, implementation plan, risk assessment, issues register, reports, stakeholder consultation and project outcomes; • developing and reviewing the Australian Curriculum (ie learning area curriculum development files), including: <ul style="list-style-type: none"> ○ shaping phase - providing broad direction on the purpose, structure and organisation of the learning area; ○ writing phase - creating content descriptions and setting achievement standards; and ○ monitoring and evaluation phase - collecting feedback and analysing data on the effectiveness of curriculum content. <p>Includes final versions of curriculum content, achievement standards, major drafts, glossaries, reports, shaping and position papers, stakeholder consultations, supporting research, submissions, general capabilities, national forum reports, benchmarking and mapping, cross curriculum priorities, approvals, initial advice papers, validation of achievement standards, work sample proformas, data collection and analysis, monitoring and evaluation reports;</p>	Retain as national archives

CURRICULUM DEVELOPMENT

Class no	Description of records	Disposal action
	<ul style="list-style-type: none"> • student work samples and teacher constructed assessment tasks that are published as portfolios of student work in support of the Australian Curriculum. Includes appropriate permissions; • assessment of alternative national curriculum frameworks submitted to the agency for formal recognition (ie alternative curriculum assessment files). Includes: outcome of recognition process, alternative framework submissions, assessment criteria, findings of review panel, approvals, recommendations, stakeholder consultation, notifications, and supporting research; • appeals or reviews of decisions (ie reconsiderations) made by the agency that: are precedent setting, controversial or of significant public interest; or, result in major changes to agency policy or programs. Includes appeals to higher authorities such as the Administrative Appeals Tribunal; • summary records supporting the core business, such as those consolidating curriculum content (eg Recognition Register for alternative national curriculum frameworks). Includes registers or datasets and associated information; • high-level internal and external, including inter-governmental or inter-agency, committees, working groups, forums, panels and other bodies where the agency provides the secretariat, is the Australian Government's main representative, or plays a prominent or central role (eg F-12 Curriculum Reference Group; Students with Disability Advisory Group; Curriculum Directors Group). Includes establishment documentation, agenda, final versions of minutes, reports and tabled papers; • final versions of significant agreements and contracts and supporting documents, that: relate to substantial funding agreements or the establishment of major partnerships or cooperative arrangements with other governments, agencies and organisations; are controversial, of public interest or ground-breaking in nature; or result in major changes to agency policies or programs. Includes memorandums of understanding and joint venture agreements; • developing national and high-level reports (eg Shape of the Australian Curriculum Report). Includes final versions, major drafts, stakeholder consultation and supporting research; • master versions of curriculum resource products and services developed to support the core business and assist schools and school systems (eg 'general capabilities' materials for schools and teachers). Includes master set of education program training course content; • surveillance and monitoring of the performance of the Australian Curriculum and recognised alternative national curriculums. Includes final reports and statistical analysis; • outcomes of major research and analysis undertaken or commissioned by the agency. Includes final research papers and reports, research findings, modelling and forecasting, statistical and trend analysis and supporting research datasets and associated information; • high-level reviews of the core business, including national and sector-wide reviews and major internal reviews. Includes final review reports, recommendations, major drafts, submissions and supporting research; • developing major marketing and educational campaigns that support the 	

CURRICULUM DEVELOPMENT

Class no	Description of records	Disposal action
	<p>national curriculum development program, including information awareness activities. Includes final versions of marketing and educational material, and educational video and audio content;</p> <ul style="list-style-type: none"> • final versions of speeches presented by the portfolio Minister, Board members, the agency head, or senior agency staff; • master versions of agency publications. Includes information sheets, brochures and newsletters (eg Primary Matters; Information sheets for parents); and • final versions of unpublished proceedings, reports, presentations and papers from conferences, forums, seminars and workshops hosted by the agency. 	
62020	<p>Student work samples, teacher assessment tasks and information collection sheets received by the agency, other than those covered in class 62019. Includes those not used as part of the validation process or as published work sample portfolios.</p>	<p>Destroy 6 months after action completed</p>
62021	<p>Records documenting:</p> <ul style="list-style-type: none"> • routine operational administrative tasks supporting the core business; and • curriculum development activities, other than those covered in classes 62019 and 62020. 	<p>Destroy 7 years after action completed</p>

DATA COLLECTION & REPORTING

The core business of collecting student and school performance data and other relevant education related data and reporting to stakeholders, including students, education professionals, parents and the general public. Includes reports on programs and outcomes at the national level in relation to: schools; student participation; numeracy and literacy; senior schooling and youth transitions; Aboriginal and Torres Strait Islander education; and, school finances.

The **core activities** include:

- developing, implementing and reviewing data collection and reporting policies, procedures, methodologies, frameworks, strategies, standards, benchmarks, protocols, programs and projects;
- providing and receiving advice and other information;
- collecting, collating, managing and analysing data relating to Australian schools and school students (such as student performance data), including applying quality control standards and maintaining datasets;
- reporting the outcomes of data collection and analysis, including developing national reports on the performance of Australian schools. Includes reporting statistical and related information;
- receiving and administering requests to access data;
- managing appeals and reviews of agency decisions;
- monitoring and surveillance of the performance, attitudes and practices of Australian schools and students, including conducting surveys and questionnaires;
- undertaking research and analysis;
- establishing, managing and participating in internal and external committees, meetings, forums, panels and working groups;
- negotiating, establishing and implementing agreements and contracts;
- developing and providing products and tools to Australian schools to support data collection, analysis and reporting; and
- compiling and maintaining registers and summary information to support the core business.

The performance of the core business is supported by **general activities** such as:

- developing and implementing processes, systems and procedures;
- planning and reporting;
- reviewing and evaluating;
- liaising with stakeholders;
- preparing and presenting speeches;
- planning, conducting and facilitating audits;
- delegating powers and authorising actions; and
- identifying, assessing and managing risks.

Cross references to other areas of this records authority

For establishing and amending curriculum content, use CURRICULUM DEVELOPMENT.

For developing and administering the national program for assessing the performance of Australian schools and school students, use NATIONAL EDUCATION ASSESSMENT.

Cross references to AFDA Express Records Authority

For advice, briefs and submissions to the portfolio Minister, cabinet submissions and the organisation's participation in formal inquiries, use GOVERNMENT RELATIONS.

DATA COLLECTION & REPORTING

For development of new legislation and amendments to existing legislation, use GOVERNMENT RELATIONS and/or STRATEGIC MANAGEMENT.

For media releases, use COMMUNITY RELATIONS and/or GOVERNMENT RELATIONS.

For the acquisition of goods and services, including procurement contracts, use PROCUREMENT.

For the establishment and general management of intellectual property, use LEGAL SERVICES.

For developing and acquiring, testing, implementing, managing, maintaining and migrating applications, systems and databases to support business activities, use TECHNOLOGY & TELECOMMUNICATIONS.

Cross references to other records authorities

For the establishment and management of the agency's governing body (ie the ACARA Board), use GOVERNING BODIES.

For developing and executing contracts under seal or deeds, use CONTRACTS UNDER SEAL/DEEDS.

Class no	Description of records	Disposal action
62022	<p>The following significant records documenting:</p> <ul style="list-style-type: none"> • developing and reviewing high-level policies, plans, guidelines, strategies, frameworks, standards, methodologies, benchmarks and protocols (eg Measurement Framework for Schooling; National Standards for Student Attendance Data Reporting; Data Standards Manual). Includes standards on data collection, data reporting, benchmarking and quality assurance. Includes final versions, major drafts, submissions, stakeholder consultation and supporting research; • providing and receiving high-level advice. Includes final versions of advice, position papers, briefings, reports, opinions and submissions; • developing national and high-level projects and programs to support the core business, such as the establishment of the MySchool website. Includes proposal, business case, implementation plan, risk assessment, issues register, reports, stakeholder consultation and project outcomes; • collections of quality assurance checked data relating to school and student performance and other education related matters, provided by State and Territory school testing authorities to support the core business. Includes modified data after quality checking that underlies final reports (ie data contained in the Master Database). Includes data collected through tests and other assessments. Includes datasets and associated information; <p><i>[For raw data (ie pre-quality checked data), use Class 62023]</i></p> <ul style="list-style-type: none"> • summary records supporting the core business, such as those consolidating results of data collection activities (eg Schools Lists). Includes registers or datasets and associated information; • developing national and high-level reports, including major statistical reports (eg National Report on Schooling in Australia; NAPLAN National Report). Includes final versions, major drafts, analysis, approvals, briefings, stakeholder consultation and supporting research; • high-level internal and external, including inter-governmental or inter-agency, committees, working groups, forums, panels and other bodies where the agency provides the secretariat, is the Australian Government's main representative, or plays a prominent or central role (eg ACARA Research and Data Committee; ACARA Reporting Groups). Includes establishment documentation, agenda, final versions of minutes, reports 	Retain as national archives

DATA COLLECTION & REPORTING

Class no	Description of records	Disposal action
	<p>and tabled papers;</p> <ul style="list-style-type: none"> • final versions of significant agreements and contracts and supporting documents, that: relate to substantial funding agreements or the establishment of major partnerships or cooperative arrangements with other governments, agencies and organisations; are controversial, of public interest or ground-breaking in nature; or result in major changes to agency policies or programs. Includes memorandums of understanding and joint venture agreements; • surveillance and monitoring of the performance, attitudes and practices of Australian schools and students, including conducting surveys (eg National School Opinion Survey). Includes final reports, statistical analysis, datasets and associated information; • outcomes of major research and analysis undertaken or commissioned by the agency. Includes final research reports, statistical modelling and trend analysis, and supporting research datasets and associated information; • final versions of speeches presented by the portfolio Minister, Board members, the agency head, or senior agency staff; • high-level reviews of the core business, including strategic and major internal reviews. Includes final review reports, recommendations, submissions, stakeholder consultations and supporting research; • developing and reviewing major tools, products and calculators to support data collection and reporting; and • master versions of agency publications. Includes information sheets, brochures and newsletters (eg Guide to understanding ICSEA values; Data Catalogue). 	
62023	<p>Records documenting:</p> <ul style="list-style-type: none"> • collections of raw data relating to school and student performance and other education related matters, provided by State and Territory school testing authorities to support the core business. Includes pre-quality checked raw datasets and associated information. <p><i>[For quality checked data (ie data checked, and where necessary modified, in accordance with quality assurance practices), use Class 62022.]</i></p>	Destroy 25 years after action completed
62024	<p>Records documenting:</p> <ul style="list-style-type: none"> • routine operational administrative tasks supporting the core business; and • data collection and reporting activities, other than those covered in classes 62022 and 62023. 	Destroy 7 years after action completed

NATIONAL EDUCATION ASSESSMENT

The core business of developing and administering the national program for assessing the performance of Australian schools and school students (currently known as the National Assessment Program), to provide a measure of educational outcomes. Includes assessing literacy and numeracy capabilities through test regimes, such as the National Assessment Program – Literacy and Numeracy (NAPLAN), and conducting sample assessments in specific areas of learning, such as science, civics and citizenship, and information and communication technology literacy (currently known as NAP Sample Assessments). Excludes participation in international sample assessments.

The **core activities** include:

- developing, implementing and reviewing national education assessment policies, procedures, principles, strategies, plans, frameworks, protocols and projects;
- developing, implementing and reviewing national performance measures, standards, national definitions, and assessment methodologies;
- providing and receiving advice and other information;
- developing and conducting national education assessment tests of Australian school students to measure educational outcomes, including national literacy and numeracy tests (ie NAPLAN Test Cycle). Includes creating, administering and marking tests, and collating and analysing findings;
- establishing, managing and participating in internal and external committees, meetings, forums, panels and working groups;
- developing and conducting national sample assessments to test Australian students skills and understanding in specific areas of learning, such as science, civics and citizenship, and information and communication technology literacy (ie NAP Sample Assessments), including creating, administering and marking tests and collating and analysing assessment findings;
- liaising with stakeholders;
- reporting on national education assessment outcomes to inform the community;
- compiling and maintaining registers and summary information to support the core business;
- undertaking research and analysis, including pilot research studies supporting transition to the online delivering of education assessments;
- developing and providing information, resources, support and guidance to stakeholders, including parents, students and teaching professionals, to support the implementation of assessment programs; and
- communicating and promoting national education assessment programs, including through delivering information sessions.

The performance of the core business is supported by **general activities** such as:

- negotiating, establishing and implementing agreements and contracts;
- planning, reviewing and reporting;
- project management;
- developing, implementing and reviewing processes, systems and procedures;
- planning, conducting and facilitating audits;
- preparing and presenting speeches;
- arranging and attending conferences, seminars, discussion forums and workshops;
- delegating powers and authorising actions; and
- identifying, assessing and managing risks.

NATIONAL EDUCATION ASSESSMENT

Cross references to other areas of this records authority

For establishing and amending curriculum content, use CURRICULUM DEVELOPMENT.

For collating and reporting on outcomes of Australian school and school student performance assessments, use DATA COLLECTION & REPORTING.

Cross references to AFDA Express records authority

For advice, briefs and submissions to the portfolio Minister, cabinet submissions and the organisation's participation in formal inquiries, use GOVERNMENT RELATIONS.

For development of new legislation and amendments to existing legislation, use GOVERNMENT RELATIONS and/or STRATEGIC MANAGEMENT.

For media releases, use COMMUNITY RELATIONS and/or GOVERNMENT RELATIONS.

For managing legal services, including providing legal advice, litigation activities and the establishment and general management of intellectual property, use LEGAL SERVICES.

For developing and acquiring, testing, implementing, managing and maintaining applications, systems and databases to support business activities, use TECHNOLOGY & TELECOMMUNICATIONS.

Cross references to other records authorities

For the establishment and management of the agency's governing body (ie the ACARA Board), use GOVERNING BODIES.

For developing and executing contracts under seal or deeds, use CONTRACTS UNDER SEAL/DEEDS.

Class no	Description of records	Disposal action
62026	<p>The following significant records documenting:</p> <ul style="list-style-type: none"> developing and reviewing national and high-level assessment policies, plans, strategies, frameworks, standards, principles, methodologies and protocols (eg National Sample Assessment Protocols; Measurement Framework for Schooling in Australia), including input into standards development for other jurisdictions. Includes national performance measures, performance standards, assessment methodologies, assessment frameworks, proficiency and assessment scales and national definitions. Includes final versions, policy statements, major drafts, approvals, stakeholder consultations and supporting research; developing national and high-level education assessment projects to support the core business (eg NAPLAN online assessment project). Includes proposal, business case, implementation plan, risk assessment, issues register, reports, stakeholder consultation and project outcomes. providing and receiving high-level advice. Includes final versions of advice position papers, briefs, opinions, reports, submissions and briefings; developing and implementing national education assessments of Australian schools and school students, including national literacy and numeracy tests to measure educational outcomes (ie NAPLAN test cycle case files). Includes final reports, final versions of tests, trial test papers; marking guides or rubric, test specifications, assessment scales, final student report shells and sign off documentation, jurisdiction analysis and reviews, correspondence, results datasets and associated information, summary reports and principal and investigator handbooks; data analysis and psychometric information relating to national education 	Retain as national archives

NATIONAL EDUCATION ASSESSMENT

Class no	Description of records	Disposal action
	<p>assessment results, including: central analysis of data; sampling, scaling and equating; and, inspecting, cleaning, transforming and modelling of data. Includes NAPLAN summary report and technical report;</p> <ul style="list-style-type: none"> • summary records supporting the core business, such as those consolidating assessment results (eg NAPLAN results datasets; Register of Test Incidents). Includes registers or datasets and associated information; • development of national and high-level reports, including major statistical reports (eg NAPLAN Test Incidents Report, NAPLAN National Reports). Includes final versions, major drafts, stakeholder consultation, supporting research and analysis, approvals, briefings, data, planning and quality assurance; • national sample assessments in specific areas of learning, such as science, civics and citizenship, and information and communication technology literacy (ie NAP Sample Assessment case files). Includes developing and delivering sample tests. Includes final versions of public reports and technical reports, final versions of tests, marking guides, proficiency scales, assessment framework, calibration samples, briefings, equating and sampling documents, datasets and associated information, data analysis, school summary reports, reviews, and supporting research; • high-level internal and external, including inter-governmental or inter-agency, committees, working groups and other bodies where the agency provides the secretariat, is the Australian Government's main representative, or plays a prominent or central role (eg National Testing Working Group; National Assessment, Data, Analysis and Reporting Reference Group). Includes establishment documentation, agenda, final version of minutes, reports and tabled papers; • high-level reviews of the core business, including national and sector-wide reviews and major internal reviews. Includes final review reports, recommendations, major drafts, submissions and supporting research; • final versions of significant agreements and contracts and supporting documents, that: relate to substantial funding agreements or the establishment of major partnerships or cooperative arrangements with other governments, agencies and organisations; are controversial, of public interest or ground-breaking in nature; or result in major changes to agency policies or programs. Includes memorandums of Understanding and joint venture agreements; • outcomes of major research and analysis undertaken or commissioned by the agency (eg online assessment research). Includes final research papers and reports, research findings, modelling and forecasting, statistical and trend analysis and supporting research datasets and associated information; • master versions of agency publications. Includes information sheets, brochures and newsletters (eg NAPLAN fact sheets for parents; Guidelines for managing test incidents in schools); • final versions of speeches presented by the portfolio Minister, Board members, the agency head, or senior agency staff; • developing major marketing and educational campaigns that support the national education assessment program. Includes final versions of 	

NATIONAL EDUCATION ASSESSMENT

Class no	Description of records	Disposal action
	<p>marketing and educational material; and</p> <ul style="list-style-type: none"> • final versions of unpublished proceedings, reports, presentations and papers from conferences, forums, seminars and workshops hosted by the agency. 	
62027	<p>Records documenting:</p> <ul style="list-style-type: none"> • agendas for low-level internal meetings; • arrangements for venue bookings and catering; • low-level planning to support implementation of the education assessment program; and • receiving and responding to low-level general enquiries, which require a routine or standard response. 	Destroy 12 months after action completed
62028	<p>Records documenting:</p> <ul style="list-style-type: none"> • routine operational administrative tasks supporting the core business; and • national education assessment activities, other than those covered in classes 62026 and 62027. 	Destroy 7 years after action completed