



2025 Curriculum Federal Conference Report

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The Curriculum Portfolio didn't receive any motions in 2024. Federal Council continues to advocate on behalf of members on previous year's motions, in the NAPLAN (National Assessment Program – Literacy and Numeracy) space and keep abreast of other key issues in Curriculum, such as the inclusion of food and fibre production within the curriculum and curriculum research.

Federal Council continues to hold a position on the Australian Curriculum, Assessment and Reporting Authority (ACARA) National Peak Parents body discussing issues specific to the parent member groups. This group provides a direct line of contact with ACARA and the opportunity to raise members' issues regularly.

NAPLAN 2025 saw the third year of NAPLAN testing being administered online to students from years 3,5,7 and 9 in March, in term one. 1.3 million students across over 9400 educational campuses completed over 4.5 million online tests.

ICPA (Aust) is pleased to report that preliminary results, with the exception of writing as it takes longer to mark, were provided to schools in mid-April this year. Individual reports will be sent from the start of Term 3 and the national report is expected in August.

ACARA stresses that NAPLAN's purpose is for using the results in discussions with students, parents and teachers and helping students who need more challenge or extra support, and to improve teaching and the effectiveness of programs. This year has seen the inclusion of a map in the MySchool website. There is a distinct move towards comparing students with their own past personal bests, rather than through ranking with league tables.

<https://www.nap.edu.au/naplan/for-parents-carers>

The Curriculum Portfolio has engaged with the Ochre Ace Project which aims to look at how high-quality curriculum implementation can advance schooling equity in Australia. It focuses on Priority Equity Schools which are disproportionately located in regional, remote, and very remote areas.

Part of its approach involves using explicit instruction. Explicit instruction is a teaching approach where information and skills are clearly explained and demonstrated rather than students discovering the information for themselves. Its report details how this approach is an effective way to improve outcomes for Priority Equity students like our Geographically Isolated ones.

<https://ochre.org.au/blog/new-release--ace-concept-paper-on-curriculum-implementation-and-advancing-schooling-equity>

How can untrained Distance Education (DE) Tutors be supported sufficiently to be able to deliver that style of education? With high quality resources. This research shows that using structured, knowledge rich curriculum materials improve student learning, and this is even more so for priority equity students. For educators, it saves time; 92% of users in the project reported that the OCHRE resources saved them an average of 3 hours and 20 min in a typical week. This can be beneficial for DE Supervisors/Tutors if it is used to reduce the amount of intellectual preparation or cognitive load involved in lesson preparation.

ICPA (Aust) is looking forward to seeing Carnarvon School of the Air (SOTA), Western Australia participate in the project and to hearing about its experiences.



2025 Federal Conference – Adelaide SA

We are in the early stage of discussions with Primary Industries Education Foundation Australia (PIEFA) about how ICPA(Aust) might help recognise teacher implementation of Food and Fibre programs and so encourage the uptake of the use of these resources. Jill Greenfield attended PIEFA's conference and reported that discussions centred on strategies to better integrate agriculture into education and build stronger connections between industry and youth. PIEFA has a large range of resources that have been created with primary industries that are ready to use.

ICPA Federal Council has encouraged industry to support PIEFA in its work.