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| 7. Support pre-professional First Nations Australian university students, both pre- and post-graduate, by:<br><br>offering an internship with ACARA<br><br>offering practical placement | | | | |

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12. Building stronger relationships with First Nations Australians, using the curriculum as a means of connecting and building partnerships, through the following activities:

    Invite First Nations Australian Peoples and organisations to be part of the regular stakeholder

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| 15. Increase and deepen employee knowledge and understanding of Aboriginal and Torres Strait Islander histories and cultures through opportunities to meet with First Nations Australians through training. | Relationships: ACARA's employees have the opportunity to reflect on unconscious bias and privilege, through training. | Corporate Services | Establish training and information sessions Q2 2023/24.<br><br>Ongoing training & development 2023/24 and 2024/25. | All new ACARA staff participate in culturally responsive training.<br><br>All staff participate in further opportunities to deepen their understanding of cultural responsiveness.<br><br>Biannual survey to confirm participation and impact. |
| 16. Ensure cultural safety (responsive) principles are embedded into ACARA's people strategy and supported by professional development that continues to build a culturally safe (responsive) workplace. | Respect: ACARA recognises that meaningful, sustainable and culturally safe (responsive) employment is a key component of reconciliation.<br><br>A culturally safe organisation is imperative to be able to provide pathways and retain Aboriginal and Torres Strait Islander employees in future years. | Corporate Services | People strategy review (to include this action) by end of Q1 23/24; and Employment pathway by Q3 23/24. | First Nations Australian staff (including interns and temporary staff) provide positive feedback on whether ACARA is a culturally safe (responsive) workplace.<br><br>Staff survey results and feedback on training show high levels of commitment to and understanding of cultural safety (responsiveness). |

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| 17. Provide social and economic opportunities for Aboriginal and Torres Strait Islander employees, business and communities. | Opportunities: A key indicator of the success of our reconciliation | | | |

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| 19. Incorporate more items relating to First Nations Australian histories and cultures into NAP assessments, noting the need to ensure overall psychometric validity of the assessments. | Opportunities: Greater focus on First Nations Australian histories and cultures in assessments will promote engagement and ensure representation of First Nations Australian Peoples, cultures and histories (as taught in the Australian curriculum) in the NAP assessments. | Assessment & Reporting | For NAPLAN 2025 and NAP–CC 2024 | An increased number of test items in NAP item banks relate to First Nations Australian histories and cultures and are prioritised for inclusion in main study and readiness tests once test specifications are met. |
| 20. Conduct site visits to schools with high proportions of First Nations Australian students during the NAP tests to observe test administration and student interactions. | Opportunities: Gain a deeper understanding of First Nations Australian students' interactions with NAPLAN tests to inform test construction, item development and creation of guidance materials. | Assessment & Reporting | 2024–25 item trial and main study test events. | Summary of observations will be completed following each site visit.<br><br>Implications discussed within and across testing domains. |