

# Innovating for equity and excellence in education

Impact Report 2023–24



Education  
Services  
Australia







ESA acknowledges the Eastern Kulin Nation, Traditional Custodians of the land on which our head office stands, and pays our respects to Elders past and present.

We recognise the Traditional Custodians of Country across Australia and their continuing connection and contribution to lands, waters, communities, and learning.

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# Contents





# Our mission, vision and values



## Our mission

Education Services Australia (ESA) has a mission to combine education and technology expertise to create and deliver national solutions that further education reform in Australia and contribute to improved student outcomes, enhanced teacher impact, and stronger school communities.

## Our vision

Our strategic vision is to improve student outcomes and enhance performance across all education sectors.

## Core values



User-focused



Collaborative



Innovative



Responsible



Efficient and sustainable



High-quality



# Our operating principles



## Innovation and quality

ESA should deliver high-quality and innovative products and services to meet the requirements of the education sector in implementing the broader reform agenda.



## Engagement

ESA should engage closely with all jurisdictions, systems, the bodies that comprise the national education architecture, and, where appropriate, individual providers in the education sector to determine the sector's requirements as consumers and to ensure that ESA products and services are aligned with these requirements and do not replicate existing service delivery offered by jurisdictions.



## Leveraging existing capital

Wherever possible, ESA should work to leverage existing investment in resources, tools and infrastructure that is either owned nationally or by states or territories, and existing knowledge, expertise and capacity in jurisdictions and the non-government education sector, where practical and mutually beneficial.



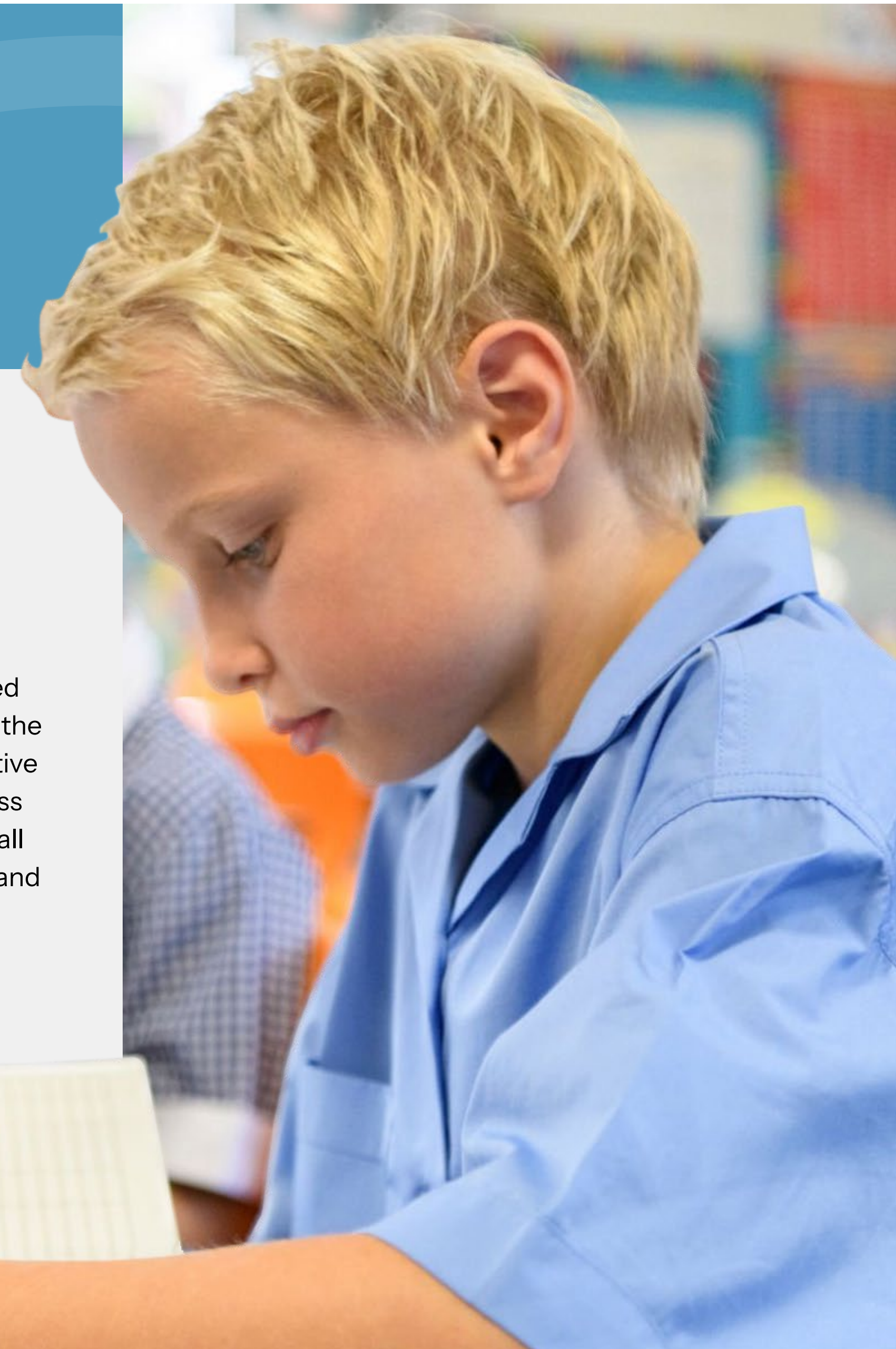
## Efficiency

ESA should ensure products and services are cost-effective and delivered competitively and in a timely manner. In developing products and services, ESA should consider, where possible, hosting and maintenance arrangements that support long-term sustainability.



## Sustainability

ESA should continue to build its capability to ensure its continued financial viability into the future, such as proactive exploration of business opportunities across all sectors of education and related industries.





# What we do

**Education Services Australia is a national, not-for-profit company owned by all Australian education ministers.**

ESA is a trusted partner, helping school communities and jurisdictions succeed in a continuously evolving digital age.

Research, test and develop effective and innovative ICT systems and tools for education, in line with national e-learning initiatives.

Devise, develop and deliver curriculum and assessment, professional development, and career and information support services, consistent with the work of ACARA, AITSL, states, territories and other key stakeholders.

Facilitate the pooling, sharing and distribution of knowledge, resources and services to support and promote e-learning across jurisdictions, sectors and internationally.

Ensure access to quality-assured systems and content and interoperability between individuals, entities and systems.

# What impact means to us

**For ESA, impact is about driving meaningful, lasting change in education by empowering educators, supporting students and families, and fostering equity.**

ESA's work isn't just about creating high-quality, evidence-backed tools. It's about helping teachers make a difference, improving student outcomes, and building resilient school communities.

True impact, to us, comes from innovation. Technology can unlock the future of the classroom, but only if it's accessible to everyone. Equity is key – and every student, no matter their background, must get the same opportunities.

Collaboration is at the heart of everything we do. By working side-by-side with educators, policymakers, and school communities, we help build relevant, tailored tools for learners across Australia.

Our impact is grounded in our experience and reputation for creating reliable resources and professional learning tools that empower educators at every stage of a student's journey. From literacy and numeracy to student wellbeing and career pathways, we support diverse learning needs and ensure educators are equipped to make a meaningful impact on student's growth and success.

This vision goes beyond the here and now. We're committed to shaping the future of education, building on our experience and trusted relationships to leave a lasting change for generations to come.





# Strategic Plan 2024–26

## Developing ESA's new Strategic Plan

A major focus this year was strategic planning for 2024–26. ESA took a collaborative approach – gathering feedback from the Board, Executive team, staff and stakeholders to shape this new strategy.

A working group guided the process, creating a strategy that aligns with the Letter of Expectation from Australia's Education Ministers. We refined our purpose, created a clear strategy statement, and set up an implementation plan with focus area leads and working groups to drive outcomes.



The five key pillars of the strategy are:



### Empower and support educators

Our work will enhance teaching and learning through digital innovation.



### Be an essential partner

We will deepen our impact and broaden our reach as a preferred partner for education solutions.



### Foster equity in education

Our work will address the unique needs of students experiencing disadvantage.



### Inspire and enable our people

We will support and develop our people to make an impact.



### Achieve operational excellence

We will invest in infrastructure, systems and processes that facilitate impact and productivity.



## Our purpose

To create, shape and nurture solutions that support excellence and equity in education.

## Strategy statement

To be recognised as an essential partner in the delivery of safe and effective education solutions informed by our unique understanding of our stakeholders' digital opportunities and challenges.



# From the Chair



On behalf of the Board, I am pleased to present the 2023–24 Impact Report for Education Services Australia (ESA).

Since starting in the role as Chair of the ESA Board on 1 March 2024, I have been grateful for the support of our stakeholders and for the talent and commitment of ESA staff. I am extremely proud of the organisation's accomplishments this financial year. ESA has strived to make a positive difference in the lives and learning of young Australians. We have continued to focus on initiatives that reduce teacher workload and contribute to student achievement and wellbeing, particularly for those students experiencing educational disadvantage.

On 28 February 2024, ESA received an updated Letter of Expectation signed by Minister Clare on behalf of the Education Ministers Meeting (EMM) forum. The Letter is the mechanism by which the EMM communicates its expectations about the organisation's strategic priorities, key tasks and stakeholder relationships.

I would like to take this opportunity to thank Education Ministers and senior officials from across the country for their continued support of ESA's work and to acknowledge the important partnerships we enjoy with our fellow education architecture agencies: Australian Institute for Teaching and School

Leadership (AITSL), Australian Education Research Organisation (AERO) and Australian Curriculum, Assessment and Reporting Authority (ACARA).

I am grateful to my fellow Directors for their collective expertise and ongoing commitment to ESA and our mission. This year we thanked and farewelled outgoing Chair Ms Diane Joseph, and outgoing Directors Mr Mark Lamont and Mr Sam Spadavecchia. We welcomed new Directors Ms Jenny Johanson, Mr Tony Brennan JP and Ms Felicity Thomlinson.

The Board is proud of the company's achievements this year, and I would like to highlight some of the key areas:

- **NAPLAN:** We saw a staggering 1.2 million students across 9,411 schools and campuses complete their National Assessment Program for Literacy and Numeracy (NAPLAN) online testing. On the busiest day of the test window, more than 1 million students sat an online NAPLAN test.
- **Generative AI:** ESA has been working on responding to the National Framework for Generative AI in Schools throughout the year, with a particular focus on the evaluation of AI-equipped software products.
- **Yikan Noongar Year 4:** The Western Australian Department of Education (DoE) has engaged ESA to develop the Year 4 Yikan Noongar Language

Program. This culturally responsive collaboration between ESA and the DoE builds on the Year 3 program and is designed to support schools to reinvigorate Aboriginal Languages teaching and include it as part of the Languages curriculum.

In closing, I would like to thank ESA's CEO, Andrew Smith for his inspiring leadership, invaluable knowledge of the education sector and commitment to ESA. I would also like to thank ESA's executive team and all ESA staff for their ongoing support and dedication to delivering ESA's important work in the education sector.

I hope you enjoy reading about ESA's highlights and impacts throughout 2023–24 and I very much look forward to another year of working together as we continue to create, shape and nurture solutions that support excellence and equity in education for all teachers and young Australians.

A handwritten signature in black ink that reads "Vicki Baylis". The signature is fluid and cursive, with a large, sweeping flourish at the end.

**Vicki Baylis**

Chair, Education Services Australia



# From the CEO



This year we embarked on the implementation of our new Strategic Plan for 2024–26, a plan developed in partnership with our Board, stakeholders and staff. The plan comprises the following five strategic pillars: empowering and supporting educators; being an essential partner; fostering equity in education; inspiring and enabling our people; and achieving operational excellence. We look forward to sharing our progress in future annual reports as we chart our successes.

As part of the 2024–25 Federal Budget, ESA will receive long-term funding for projects focused on supporting teachers and students. These commitments are a fantastic vote of confidence for our projects and will have an impact on the ways in which we make a positive difference in the lives and learning of young Australians. This funding will allow ESA to continue to support a suite of teacher resource hubs; to expand the Girls in STEM Toolkit (GiST) to incorporate a focus on diversity; to expand the English Language Learning for Indigenous Children (ELLIC) language trial from 20 to 100 schools; and to support the operation of the Online National Assessment Platform (ONAP) and ensure the continued delivery of NAPLAN. This is a notable accomplishment that will support us to achieve our ambition to be recognised as an essential partner in the delivery of safe and effective education solutions.

In 2023, we continued with our ‘Innovate’ Reconciliation Action Plan (RAP) and renewed our commitment to strengthen relationships and provide opportunities for all ESA staff to contribute to a fairer and more equitable future for Indigenous Australians through meaningful reconciliation. An initiative of which we are particularly proud is our collaboration with eight Indigenous Australians and their families to honour each of the eight individuals’ contributions to equity in education access and outcomes by naming our meeting rooms throughout the ESA office in their honour and adding a short biography of their accomplishments. Four additional rooms representing the North, East, South and West of Australia were named using local language based on the AIATSIS Map of Indigenous Australia.

In 2024, we said farewell to our outgoing Chair of seven years, Ms Diane Joseph, and we welcomed our current Chair, Ms Vicki Baylis. Vicki has seamlessly integrated into her role as Chair and she has been instrumental in the successful governing of ESA. We also welcomed three new Directors to ESA this year. I would like to take this opportunity to thank Diane, Vicki, our retiring Directors and the entire Board for their ongoing support and guidance to ESA.

I would also like to thank our committed, engaged and dedicated staff. We would not be able to make a positive difference in the lives and learning of young Australians and their teachers were it not for the part every one of our staff members played this year.

In December 2023, ESA conducted an Employee Engagement Survey and pleasingly we achieved a participation rate of 94% and outstanding positive results across several key areas, including engagement, wellbeing and connection to ESA’s purpose and values.

It has been wonderful to reflect on ESA’s accomplishments during the 2023–24 financial year and I am immensely proud of what we have achieved.

A handwritten signature in black ink, reading 'Andrew Smith'. The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

**Andrew Smith**

CEO, Education Services Australia



# Our impact

## Overview of 2023–24 impact

ESA is here to help educators make a lasting, positive impact on the education of young Australians. We blend education and technology to create innovative, equitable solutions that meaningfully impact students, teachers, and school communities across the country.

In 2023–24, we focused on making evidence-based content and tools easier to access, supporting educator growth, and pushing for inclusive practices so that every student has a chance to succeed, no matter where they come from.

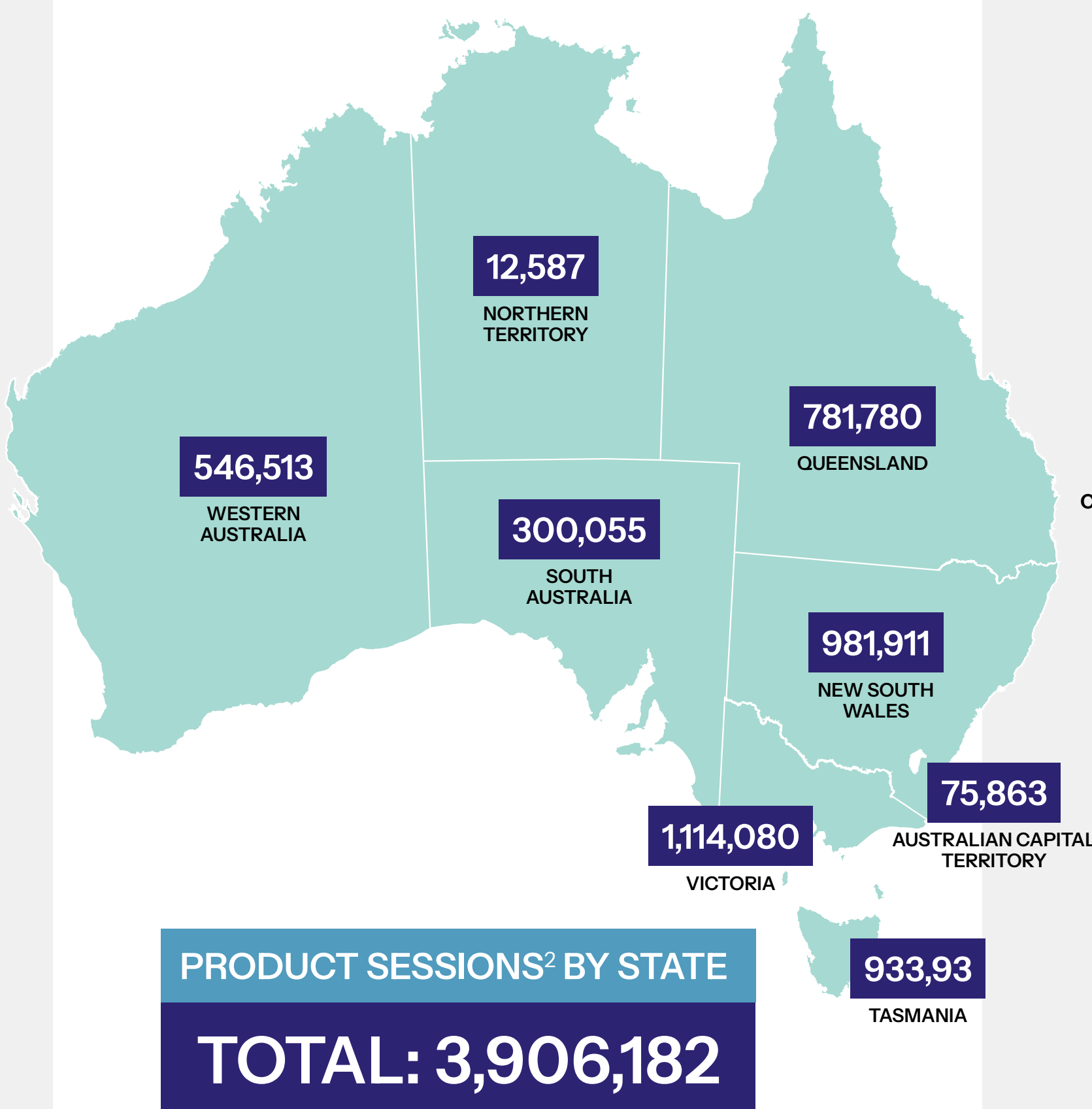
Our reach grew, with a 12% jump in Australian traffic across most our products and services<sup>1</sup>. Thousands of educators tapped into our flexible learning options and webinars, and feedback showed growing satisfaction.

ESA works flexibly and side-by-side with stakeholders to support educators, students, and the wider education community. Our aim is to improve resilience across education sector and drive student opportunities and equity to greater heights – now, and into the future.

<sup>1</sup>Products include: myfuture, Schools Catalogue Information Service (SCIS), Scootle, The Girls in STEM Toolkit (GiST), Student Wellbeing Hub, Domainname.edu.au, Digital Technologies Hub, Mathematics Hub, Literacy Hub, Early Learning Languages Australia (ELLA) and Safer Technologies 4 Schools (ST4S)

<sup>2</sup>A product session refers to each time a user interacts with one of our digital products. A session begins when a user starts engaging with a resource and ends after a period of inactivity.

## Our footprint



86%

of survey respondents are likely to recommend Scootle

58%

increase in average website session duration on the Digital Technologies Hub

12%

boost in Australian website traffic across ESA's digital products and services<sup>1</sup>

1 million

students completed tests on the busiest day of NAPLAN Online, matching the highest single-day record

94%

of surveyed users rate SCIS catalogue records as extremely or very valuable for their schools

80%

of survey respondents reported using myfuture on a regular basis in their work





# Supporting educators

The Australian education sector is tackling the same challenges affecting society – technology advances, workforce changes, and privacy and security concerns. Educators want tools that make meaningful impact – and professional development that helps them adapt with confidence and keep their focus where it counts: student outcomes.

ESA's commitment is to deliver insights, innovations and solutions that empower educators to navigate new technology, protect student wellbeing and drive better results.

Educators want tools that make meaningful impact – and professional development that helps them adapt

86%

of Scootle user survey respondents used it to find resources in specific subject areas

1,300

new resources added to Scootle, aligning with the Australian Curriculum Version 9

60%

increase in average session duration on the Digital Technologies Hub

162,000

educators used the Digital Technologies Hub in 2023–24

## Aligned and curated content for educators

### Reducing teacher workload.

ESA curates curriculum support materials to help teachers adapt to change and bring the latest materials into their classrooms, and with Version 9 of the Australian Curriculum rolling out and generative AI on the rise, educators and school communities need support to keep up and thrive. Here is how ESA's products and services are making that happen.

#### Scootle

In 2023–24, [Scootle](#), ESA's quality-assured repository of curriculum-aligned digital learning materials, remained a go-to resource for teachers. A Scootle user survey conducted in 2024 showed that over 86% of educators used it to find subject-specific materials – and 46% relied on it for their curriculum planning.

Scootle added more than 1,300 new teaching materials to its library – including lesson plans, interactive resources and videos aligned with Curriculum V9, bringing its total repository to over 12,000.

#### Digital Technologies Hub

The [Digital Technologies Hub \(DT Hub\)](#) – a digital repository to support the Digital Technologies Curriculum – was also a key resource, offering seven new AI modules, Indigenous Knowledge lessons, engaging infographics, and a new scope and sequence for Foundation to Year 10.

DT Hub's reach grew to 162,000 users, with session times increasing by nearly 60% in 2023–24. Additionally, it introduced four new 'unplugged' lessons, helping students explore digital technologies without using technology.



# Enhancing educator impact with high-quality professional learning

In 2023-24, ESA saw a boost in engagement across our products and services, as educators turned to trusted professional learning resources to strengthen their teaching.

## Mathematics Hub

The Mathematics Hub – a digital space supporting educators teaching mathematics and numeracy – saw user numbers grow by over 200%. That means 172,000 educators accessed 80 new lesson plans and [a suite of professional learning resources](#): podcasts, articles, and Massive Open Online Courses. These resources focus on key strategies like lesson planning and differentiated instruction to meet diverse student needs.

## Student Wellbeing Hub

The Student Wellbeing Hub (SWH) saw a 35% user increase, hitting over 932,000 page views. To continue to help educators support student wellbeing this year, the SWH expanded its professional learning, adding webinars and online courses.

Five live webinars on topics like starting school, improving attendance, and boosting engagement each drew an average of 750 registrations with a 36% attendance rate – showcasing educators’ demand for practical wellbeing strategies.

Student Wellbeing Hub also launched [a free online course](#) for educators interested in supporting children and young people with emotional self-regulation, mental health and wellbeing, and social and emotional skills. The program, with video content from Dr Emma Goodall, offers primary and secondary educators evidence-backed tools and inclusive strategies to increase learning engagement in a safe, comfortable classroom environment. Student Wellbeing Hub’s average session for duration doubled, showing just how relevant these resources are.





# Enhancing educator impact with high-quality professional learning (cont'd)

## myfuture

With demand for career guidance on the rise, ESA’s national online career information service, myfuture, delivered 19 professional learning workshops and 14 webinars – giving [teachers and career practitioners tools](#) to support a range of student pathways.

Users spent, on average, 25 minutes per visit to the website, making myfuture an invaluable resource for career education strategies, including for students from diverse and disadvantaged backgrounds.

## Schools Catalogue Information Service (SCIS)

Now in its 40th year, the Schools Catalogue Information Service (SCIS) continued to lead [professional development for school librarians](#), offering workshops and webinars on topics like diverse collections and revitalising catalogue data standards. To meet growing demand, SCIS made most webinars free, resulting in an impressive four-fold increase in attendance and an average attendee satisfaction rating of 4.3 out of 5.

## The Literacy Hub

The Literacy Hub also ramped up support for early literacy with its systematic synthetic phonics (SSP) approach. In 2023-24, over 30,000 educators engaged with [the Phonics Professional Learning program](#), accessing evidence-backed training.

The Literacy Hub expanded its resources to include interactive tools, video tutorials, and downloadable guides, giving educators the confidence to deliver phonics instruction aligned with the latest research.



19  
professional learning  
workshops delivered by  
the myfuture platform to  
support career education

25+  
minutes per session  
on average for  
myfuture users

400%  
increase in attendance at  
SCIS webinars



# Webinars at a glance

Top 6 most attended webinars for 2023–24:

Reimagining Student Engagement

 Student Wellbeing Hub

Targeted Interventions for School Attendance Challenges

 Student Wellbeing Hub

Coping with Emotional Challenges in Career Development – R U OK? Day 2023

 Student Wellbeing Hub



Supporting Self-Regulation Skills in the Classroom

 Student Wellbeing Hub

Supporting First Nations Kids Towards Career Success, a Yarn with Educators



Introduction to myfuture: Key Features and Resources





**61 webinars**  
hosted by ESA



**6,000+ attendees**  
across our webinars



**98 attendees**  
on average per webinar



**4,200+ views**  
on ESA’s webinar recordings, giving busy educators the flexibility to access key content anytime.



**>400%**  
increase in webinar attendance for The Schools Catalogue Information Service (SCIS) .





32  
million

downloads of  
SCIS records

78%

of Australian schools  
rely on SCIS for  
streamlined library  
cataloguing

40,000

new catalogue  
records created

11,000

direct cataloguing  
requests from schools

## A legacy of library support

In 2024, the Schools Catalogue Information Service SCIS celebrated 40 years of supporting school libraries. Since 1984, SCIS has become an essential tool for schools across Australia and beyond, helping libraries to deliver curated, accessible, and high-quality resources to their students.

Today, 78% of Australian schools rely on SCIS. In 2023–24, SCIS created 40,000 new catalogue records – including 11,000 that were direct requests from schools. These records, along with others from the SCIS database, were downloaded 32 million times, underscoring SCIS’s huge impact.

SCIS was created to ease the admin load on teacher librarians, allowing them to focus on what matters most: helping students build information literacy. What started as a revolutionary idea delivered via microfiche, has transformed over four decades into an on-demand online service that plays a vital role in ensuring libraries run smoothly and efficiently.

“SCIS has transformed the way we manage our library resources — what used to take hours now takes minutes, allowing us to focus on supporting students”

SCIS user







SCIS's role has expanded well beyond simple cataloguing with it now offering professional learning, the popular journal *Connections*, and innovative tools like Authority Files – keeping libraries at the forefront of student learning and growth. Today, SCIS's mission remains the same: to help school libraries give

students access to credible, curated information that builds their critical thinking and lifelong learning skills.

The 2024 customer survey showed that 95% of users are satisfied with SCIS – praising its accuracy, organisation, and how much time it saves. One user summed it up: “SCIS has transformed the way we manage our library resources. What used to take hours now takes minutes, allowing us to focus on supporting students.”

In a time filled with misinformation, school libraries are key to helping students make sense of it all. SCIS is committed to supporting quality library services and will be a trusted partner for schools worldwide for years to come.

#### What school librarians say about SCIS:

“What SCIS does for me is it saves my time, it saves my energy. SCIS is magic.”

Krista Thomas, Strathtulloh Primary School, VIC

“I feel like SCIS is an integral part of the school library community because I can't imagine having a library conference without having SCIS there.”

Kathleen Robinson, Mullauna College, VIC

“If I didn't have SCIS to download my catalogue records from, I'd probably be sitting in an office typing in each of the elements of my catalogue records. I'd probably be away from the students and away from the staff and away from the ability to work within my school environment and with others.”

Catherine Barnes, Endeavour College, SA



# Supporting students

## Empowering students for diverse pathways

In 2023–24, ESA focused on empowering students with resources and programs that reflect the diversity of today’s career landscape. Through STEM (Science, Technology, Engineering and Mathematics) tools, tailored career guidance, and accessible resources, we’re helping students prepare for a changing world of work and lifelong learning.

### Girls in STEM Toolkit

Interest in promoting diversity with STEM continues to grow, and the [Girls in STEM Toolkit \(GiST\)](#) saw a 24.3% jump in users. To make STEM more accessible, the toolkit offered webinars on topics like girls in game design and pathways to careers in space, developed for students and educators alike. The GiST also introduced new career pathway maps and an interactive quiz, inspiring students to dive deeper into STEM.

### myfuture

The national career information platform, [myfuture](#), has been guiding career practitioners and students through key career transitions for over 20 years. In 2023–24, myfuture hosted webinars on career guidance for First Nations students and in emerging fields like clean

energy and VET pathways, supporting students as they prepare for tomorrow’s jobs.

myfuture also introduced 29 new career videos and four career stories featuring diverse professions like space medicine and game design. Plus, new infographics on school-to-work pathways covered careers like Outdoor Educator and Civil Engineer.

Users downloaded the Work Experience Industry Toolkit – an online resource designed to support valuable work experiences – over 3,000 times. Designed with industry partners in mind, the toolkit equips employers with practical checklists, a mentor diary, and evaluation tools to facilitate meaningful student engagement, guide placement activities, and provide structured feedback to students and schools for continuous improvement.

myfuture introduced an offline version of My Career Profile making career information accessible to schools and students with limited internet connectivity. This important feature enables students to complete a career quiz and explore potential pathways without needing an internet connection.

“I have obtained increased awareness and up-to-date information on some of the latest Women in STEM. Having current info on who is doing what in the STEM environment is a great engagement tool for teachers and students’

Primary school teacher

### myfuture *Insights* papers

[myfuture \*Insights\* papers](#) add vital insight into the Australian education landscape – and improve learning and sharing within the industry. This year, myfuture continued to partner with subject matter experts to publish the following four Insights papers:



These papers were downloaded more than 1,200 times throughout the year.



## Case study



### Supporting interoception and self-regulation in young learners with Brain break bops

In 2023, the Student Wellbeing Hub introduced Brain break bops – an initiative to support interoception and self-regulation in early childhood education.

Adapted from the highly successful Get Ready to Learn interoception program, Brain break bops gives educators fun, interactive ways to help young learners manage transitions, reduce stress, and build self-regulation skills through music and movement.

Eleven schools across several states participated in the Term 4 pilot, and educators quickly embraced the program, eager to provide feedback.

The pilot included five animated activities designed for early childhood students aged 3–6. Each two-minute activity featured a video, song and poster to suit different energy levels, action positions and classroom needs.

Teachers praised the flexible format and found it easy to slot into daily classroom routines. The interactive approach and catchy tunes kept students engaged, while teachers reported improved classroom atmosphere and student behaviour.

One teacher shared, “As a teacher, I love the deep breathing. It absolutely transformed our classroom,” while another noted, “The children have been humming the Beach Walk while doing their work.”

Brain break bops was more than an add-on – it became a core part of classroom life.

A standout feature was its adaptability to meet all students’ needs. Educators used Brain break bops with children of all abilities, including those with autism and physical disabilities. The flexible structure allowed teachers to adjust difficulty levels or tailor activities to suit each



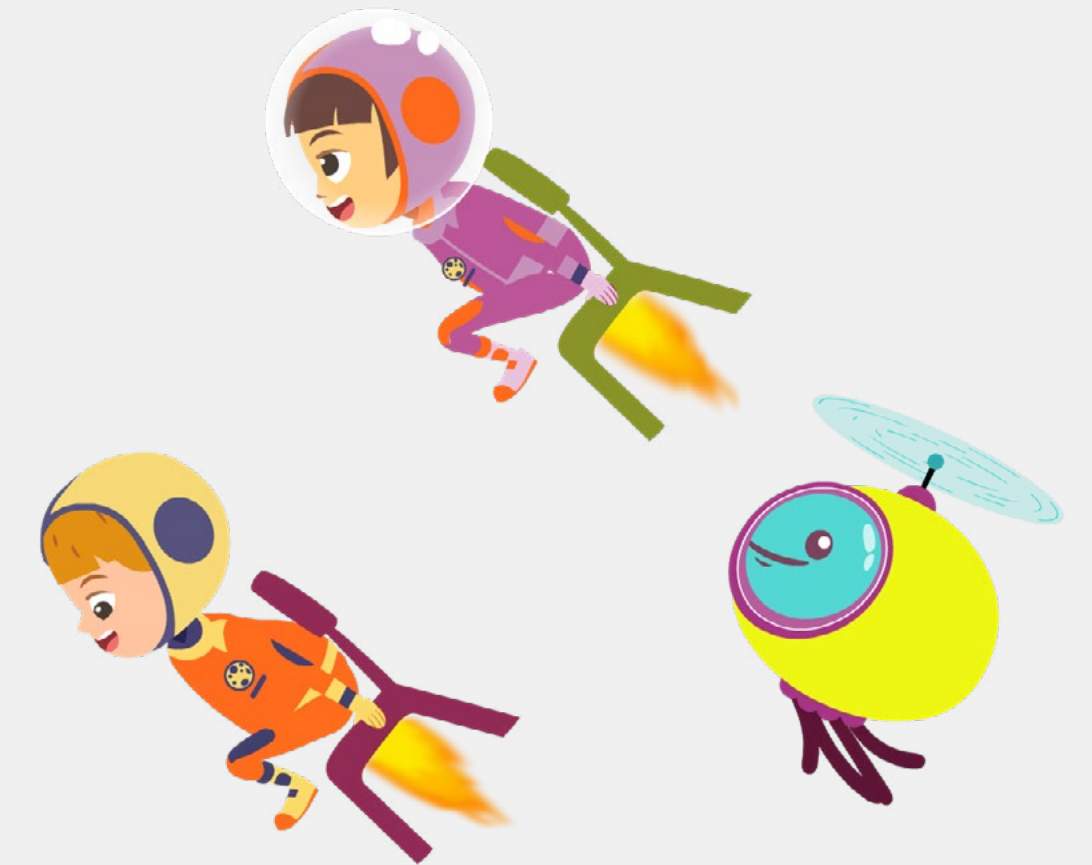
“As a teacher, I love the deep breathing. It absolutely transformed our classroom.”

Pilot participant

student. One preschool teacher noted, “Even though my special needs child did not have the gross motor skills to complete the task, he still enjoyed participating.”

With 3,435 Brain break bops poster downloads and 948 song downloads already recorded, the success of the Brain break bops pilot paved the way for its public release on the Student Wellbeing Hub in November 2023.

Educator feedback and the positive impact on young learners confirm it as a valuable resource for early childhood classrooms across Australia.



**Student  
Wellbeing Hub**





# Developing language skills in young learners

Language is more than a communication tool – it’s a pathway to cultural understanding and identity. In 2023–24, ESA’s language programs helped young learners build these skills, fostering linguistic and cultural connections that benefit their entire education journey.

## Early Learning Languages Australia

The [Early Learning Languages Australia \(ELLA\)](#) program offers engaging, inclusive language-learning by integrating language into daily routines. Preschool children use tablets and play-based apps, called The Polyglots, to explore one of thirteen languages through play.

In 2023–24, educators downloaded printable literacy and numeracy games for the classroom over 13,000 times. ELLA’s flexible resources empowers educators to meet diverse student needs and interests, making language learning inclusive, engaging and accessible.

“ELLA is not just kids playing on the iPad, [it is] extremely helpful and effective at helping the kids learn new languages.”

Faith Family Early Learning, Taree, NSW

## English Language Learning for Indigenous Children

The [English Language Learning for Indigenous Children \(ELLIC\)](#) program aims to help Aboriginal and Torres Strait Islander preschool children, for whom English is an additional language or dialect, learn English in a fun and engaging way.

In 2023–24, ELLIC helped foster English and home language learning for students in 20 preschools across the Northern Territory, Queensland and Western Australia. By promoting language skills alongside cultural connection, it empowers Indigenous children in their early learning years.

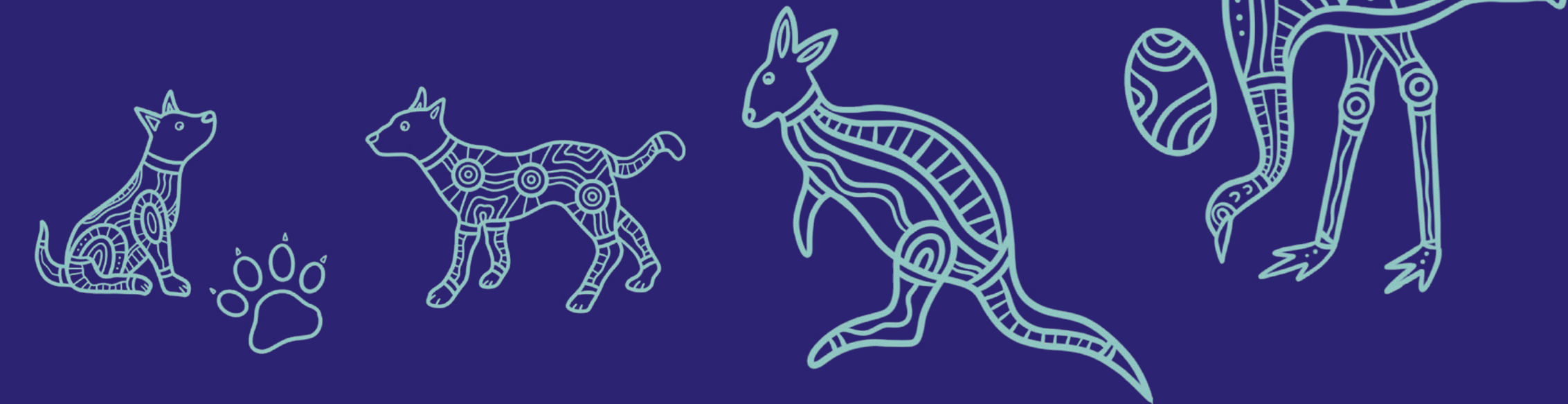
Earlier in 2024, ELLIC added a customised helpdesk service, offering tailored support through sessions led by early learning specialists – a feature eagerly embraced by preschools. Schools have shown interest in expanding the program, highlighting the growing demand for meaningful language support for Indigenous children.

13,000+ downloads of ELLA printable resources in 2023–24

## Yikan Noongar Language Program

In 2023–24, The Yikan Noongar Language Program hit a key milestone with the rollout of its Year 4 curriculum, broadening Noongar language teaching in public schools across south-western Western Australia. This program, developed in close collaboration with cultural experts, helps schools integrate Aboriginal language teaching into the broader Languages curriculum.

The Year 4 Yikan Noongar Language Program provides educators with 64 hours of activities, worksheets, editable word cards, and voiced language texts across three Noongar dialects. With these resources, Noongar-speaking educators can deliver culturally rich, respectful lessons that celebrate language learning and cultural heritage.



Yikan Noongar Language Program Illustrations by Seantelle Walsh

20 preschools in the NT, QLD and WA participating in ELLIC, supporting Indigenous and English language learning

64 hours of activities provided in the Year 4 Yikan Noongar Lan-guage Program



# Supporting schools and systems

## Meeting the challenges and opportunities of emerging technology

This year, schools have faced both opportunities and challenges of emerging technology – and ESA has supported them by safeguarding privacy, promoting responsible AI use, and ensuring equitable access to NAPLAN.

After the Federal Government released the National Framework for Generative AI in Schools in December 2023, ESA was tasked with developing evaluation methods for AI-equipped software across three key areas: privacy, ethics, and educational effectiveness.

[Safer Technologies 4 Schools \(ST4S\)](#) expanded its evaluation program to include AI-specific controls, strengthening cybersecurity standards. On the ethics side, ESA focused on responsible AI use – prioritising transparency, non-discrimination and risk management. In partnership with the Australian Educational Research Organisation (AERO), we also began creating frameworks to assess how effectively AI-equipped software supports learning outcomes, addressing a critical gap in current policies.

In 2024, NAPLAN Online reached a major milestone with all Australian schools completing the tests online. Over 1.2 million students from 9,411 schools submitted more than 4.48 million tests. On the busiest day, more than 1 million students completed tests, matching the highest single-day record for NAPLAN.

This year’s tests covered 3,800 items across Reading, Conventions of Language, and Numeracy, using tailored designs for precise measurement of student performance.

To ensure equitable access, ESA introduced a ‘low- or no-bandwidth’ option in 13 schools, allowing 813 tests to be submitted despite connectivity issues. Additionally, 639 distance and home-school students completed NAPLAN tests remotely, ensuring all students had a fair testing experience, regardless of location.

3

focus areas developed for evaluating AI-equipped software: privacy, ethics and educational effectiveness

1 million

students completed tests on the busiest day of NAPLAN Online, matching the highest single-day record

813

NAPLAN tests submitted from 13 schools using the “low- or no-bandwidth” solution

9,411

Australian schools submitted more than 4.48 million NAPLAN tests





## A roadmap for ethical and effective AI in education

Generative AI is rapidly transforming industries – including education. And while it offers huge potential to improve learning outcomes and accessibility, it also introduces significant ethical, privacy, and security concerns.

ESA helped guide the sector through these changes by contributing to the *Australian Framework for Generative Artificial Intelligence in Schools*, approved by all education ministers in 2023.

We also commissioned the *AI in Australian Education Snapshot: Principles, Policy and Practice* report to help policymakers navigate the new landscape. This report, released in August 2023, outlined the ethical and practical considerations required to safely and effectively integrate AI into schools.

### A three-tiered approach to AI policy

The report suggests a pragmatic, tiered approach for addressing AI's complexities in education:

#### 1. Short-term

Focus on ensuring 'base safety' for AI tools used in schools, prioritising security, transparency and human oversight.

#### 2. Medium-term

Conduct research to assess AI's impact on teaching, curriculum development, and assessment, helping future-proof education systems.

#### 3. Long-term

Collaborate with international frameworks and tech companies to address complex ethical concerns and develop flexible, adaptable policies.

This structured approach helps policymakers create clear, measurable, and enforceable AI policies, ensuring AI's positive impact while protecting students and educators.





# Supporting those that support educators

ESA provides direct support for educators – but we also provide essential services to people and organisations within the broader education system. In 2023–24, we delivered vital services to schools and educational communities to help them thrive.

Since 2010, ESA has been the [registrar for the edu.au domain](#), a trusted digital identity for Australia’s education and training sector. In 2023–24, registered edu.au domains grew to 17,440 – covering nearly all of Australian schools, with only 4.8% yet to register.

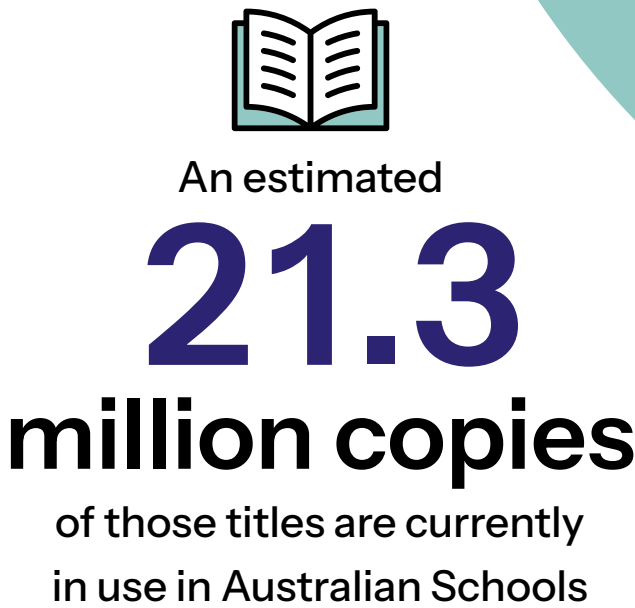
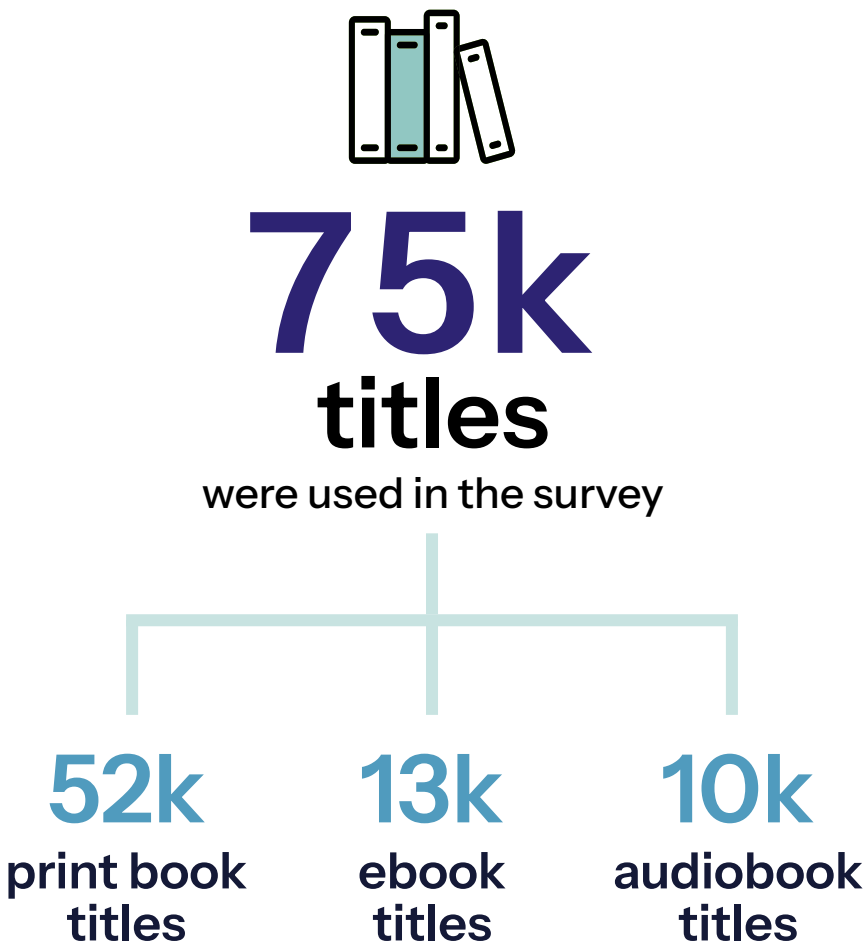
“We are very pleased to hold our edu.au domain. Our experience has been hassle-free from day one, and we’re delighted with the reliable management of our domain. Thank you for your exceptional service!”

edu.au survey respondent

Our 2024 customer satisfaction survey showed strong approval, with customers praising the domain’s reputation, trust, government compliance, and easy renewals.

For 24 years, we have delivered the [Educational Lending Right \(ELR\)](#) School Library Survey on behalf of the Australian Government, ensuring Australian book creators are compensated when their works are used in school libraries.

## In the 2023 ELR survey:



The survey included **eBooks & audiobooks** for the first time

Data was provided from **4,286** schools





# Achieving equity and sustainability

## Honouring Indigenous Australian's impact within education

As part of our commitment to our Reconciliation Action Plan, we renamed ESA's meeting rooms in honour of prominent Indigenous Australians who have made major contributions to education and advocacy.

These include:

### **Professor Jeannie Herbert AM**

A leader in Indigenous education who advanced opportunities for Indigenous students and was the founding Chair of Indigenous Studies at Charles Sturt University.

### **Cathy Freeman**

An athlete who supports education for Indigenous youth and inspires self-belief and resilience in communities through her advocacy and her book, *Born to Run*.

### **Japanangka errol West**

An 'intellectual warrior' for Indigenous rights who was instrumental in advocating for Indigenous representation and sovereignty within higher education.

### **Adam Goodes**

A former AFL player who champions Indigenous education and reconciliation through the GO Foundation providing scholarships for Indigenous students.

### **Dr Bronwyn Bancroft**

A Bundjalung artist and writer who has authored over 40 children's books – and promotes Indigenous voices in arts and literature.

### **Dr Lowitja O'Donoghue AC CBE DSG**

A prominent advocate for Indigenous rights who dedicated her career to advancing Aboriginal health and wellbeing through the Lowitja Institute.

### **Dr Anita Heiss**

A Wiradjuri writer and educator who promotes Indigenous literature and fosters understanding through her novels, including *Tiddas* and *Growing Up Wiradjuri*.

### **Professor Marcia Langton AO**

A distinguished anthropologist who has championed Indigenous Studies at the University of Melbourne, influencing education and Indigenous rights.

We also renamed four meeting rooms to represent Indigenous nations from the north, east, south and west of Australia, based on the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) Map of Indigenous Australia.

Each room features a vibrant authentic design by Aboriginal artist, Keisha Leon, along with a brief biography highlighting the impact of the honoured individuals – giving staff and visitors a daily connection with these important cultural acknowledgements.

To celebrate, ESA staff were joined by Dr Anita Heiss, a leading Aboriginal writer and advocate for Indigenous literature, and Jillian West, daughter of Japanangka errol West, who is a great support in our reconciliation journey.





## Diversity and inclusion

International Women's Day is an important event for ESA – a chance to celebrate women and raise awareness of discrimination.

Each year, we invite staff members and a guest speaker to share their personal stories with the team. ESA's incoming Board Chair Vicki Baylis spoke this year and shared her incredible journey with more than 70 staff members. Colleagues Amanda Shay and Liz Heynes also spoke, offering their own insights. After the talks, staff enjoyed a morning tea together, taking time to connect and celebrate the day.





# Supporting our people

Our people and culture are the heart of how we deliver impactful projects. Health, wellbeing, flexibility and sustainability are at the core of our work, creating a space where our team – and their ideas – can thrive. We embrace diversity, promote ethical and respectful engagement, and support both career and life choices.

In 2023-24, our wellbeing program stayed front and centre, offering a range of activities to keep our staff healthy and balanced. From nutritious snacks and walking challenges to seated massages and flu vaccinations, we made sure health support was accessible.

We also prioritise professional growth, with over 5,000 online learning modules, study assistance, and career development programs available to staff.

We’re proud to be a workplace that values sustainability and social responsibility. For over a decade, ESA has been carbon neutral, earning ‘Climate Active’ certification once again in 2023.

We also continued to advance our Innovate Reconciliation Action Plan, providing our people with opportunities for cultural training such as, Acknowledge This!, on how to deliver an authentic Acknowledgement of Country. ESA staff actively took part in Aboriginal Heritage Walks, attended engaging webinars, and participated in various events throughout the year, including those held during NAIDOC Week.

## Celebrating key milestones:



## Work anniversaries:







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