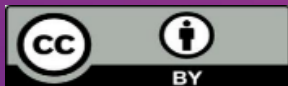




**ACT**  
Government

Education

# CURRICULUM AND ACADEMIC REPORTING PROCEDURES FOR ACT PUBLIC SCHOOLS



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## Curriculum and Academic Reporting Procedures

These procedures must be read in conjunction with the *Curriculum Requirements and Reporting Policy for ACT Public Schools* and associated *Implementation Documents*.

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### 1. Overview

- 1.1 These procedures relate to the Curriculum Requirements and Reporting Policy for ACT Public Schools and describe the mandatory processes for curriculum delivery and the reporting of student learning.

### 2. Rationale

- 2.1 All students in ACT public schools are entitled to receive a high-quality, inclusive, and equitable education that enables children and young people to achieve and thrive within safe and supportive learning environments.
- 2.2 Schools must endeavour to actively promote student participation and community engagement in curriculum and student learning.
- 2.3 Schools must value and promote respect for diversity, inclusion and Cultural Integrity aligning with the ACT Education Directorate's Future of Education Strategy, and implementation of the Cultural Integrity Framework.
- 2.4 These procedures ensure that school curriculum plans, all teaching and learning programs, and processes for reporting student progress and achievement comply with the relevant requirements outlined in the policy.

### 3. Procedures: Curriculum

#### Curriculum Planning and Implementation Preschool to Year 10

- 3.1 Whole school curriculum planning must make clear the sequential teaching and learning for all students in the school within the school's context using Belonging, Being and Becoming: The Early Years Learning Framework for Australia in preschools and the Australian Curriculum for Kindergarten to year 10.

- 3.2 Literacy and numeracy are recognised as underpinning all curriculum learning areas, providing a gateway to a much broader range of skills, and must be embedded in all curriculum plans and teaching and learning programs.
- 3.3 Curriculum planning and implementation must provide for all students to access a relevant, challenging, broad and balanced curriculum that supports student engagement and promotes active participation in learning.
- 3.4 Schools must seek opportunities, across subject areas, to enhance knowledge and understanding of First Nation peoples' deep connection to Country.
- 3.5 Reasonable adjustments must be made for all students to engage with the curriculum at the appropriate level and with appropriate challenge to suit their individual learning progression.

#### **Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF)**

- 3.6 Preschools must consider all elements of the framework when planning programs to enable all children access to quality teaching and learning opportunities, with a specific emphasis on play-based learning.
- 3.7 Preschool curriculum decision making is an ongoing cycle and preschools must take a planned and reflective approach to implementing the program for each child. Critical reflection on children's learning and development must drive program planning and implementation.
- 3.8 Preschools may decide how they organise and document teaching and learning to maximise learning opportunities for students that are inclusive, equitable and accessible.

#### **Australian Curriculum for Kindergarten to Year 10**

- 3.9 The three dimensions of the Australian Curriculum (eight learning areas, seven general capabilities and three cross-curriculum priorities) must be meaningfully incorporated into curriculum plans and sequential learning programs which are specifically aligned to the school's community and context.
- 3.10 Schools must consider all sections of the Australian Curriculum learning areas when planning and delivering teaching and learning programs: achievement standards and content descriptions must be read together. Cross-curriculum priorities and general capabilities must be developed through the learning areas, with emphasis placed on embedding the general capabilities into all learning opportunities.
- 3.11 Schools may use the EYLF to support a seamless transition to the Australian Curriculum, maintaining a strong emphasis on play-based learning.
- 3.12 Schools must plan for and implement curriculum that allows all students access to the three-dimensional content of the Australian Curriculum within their community context, and for on-balance judgements to be made when assessing against the Australian Curriculum year level or band achievement standard.
- 3.13 The school's curriculum planning and delivery must align with, or form part of, the school's Pedagogical Framework, and the principles outlined in the ACT Public Schools Pedagogical Framework Guide.
- 3.14 Curriculum planning documentation must include a whole school curriculum overview, learning area/year level plans and unit/class plans.

- 3.15 Class, unit, or faculty curriculum planning documentation must include assessment opportunities that directly align to the learning area/band achievement standard.
- 3.16 Teachers may select from content descriptions and achievement standards from above or below a student's academic year level to provide for individual student needs in accordance with point 3.5 above, concerning reasonable adjustments.
- 3.17 The Towards Foundation Levels A-D curriculum can be used to provide access to curriculum content and learning area achievement standards for students whose learning has not yet reached the Australian Curriculum foundation level. The Towards Foundation curriculum can also be accessed through the Ability Based Learning and Educational Support (ABLES) assessment tools.
- 3.18 Schools may adopt an ACARA recognised alternative curriculum framework to implement curriculum that is comparable to the Australian Curriculum as listed on the latest ACARA Recognition Register, with the following requirements:
- approval must be sought from the Director of School Improvement and receive endorsement from the Director-General; and
  - approval must be sought before adopting or discontinuing an ACARA recognised alternative curriculum framework using the request form available on the Service Portal.
- 3.19 Schools must implement the Australian Curriculum Languages learning area and
- in years 3 to 6, provide students with a minimum of 60 minutes per week of languages education; and
  - in years 7 and 8, provide students with a minimum of 150 minutes (or one line) per week of languages education.

#### **4. Reporting Student Progress and Achievement**

- 4.1 Schools must implement relevant and purposeful opportunities to communicate student learning and progress with parents and carers, prioritising student agency and developing strong communities for learning.

##### **Preschools**

- 4.2 Preschools must assess student learning and development as part of an ongoing cycle of observation and analysis of learning, planning, implementation, and reflection as described in the National Quality Standard.
- 4.3 Preschools must establish collaborative and respectful partnerships with families and must ensure families are informed about teaching and learning programs and student progress.

##### **Kindergarten to Year 10**

- 4.4 Teachers must provide a range of opportunities for students to demonstrate learning to make on-balance judgements against the learning area/band achievement standard for the reporting period.
- 4.5 Schools may decide how they utilise formative and summative assessment opportunities to enable students to demonstrate learning against the learning area/band achievement standard across reporting periods.
- 4.6 Schools must use the relevant Directorate prescribed School Administration System (SAS) template to report on student achievement and social development for every

student enrolled in ACT public Schools. These include templates for primary, high schools, specialist primary and secondary schools, Introductory English Centres (IEC) and schools implementing the International Baccalaureate.

- 4.7 Schools must use the following 5-point scale definitions to report student academic achievement for each of the Australian Curriculum learning areas/subjects:
- A – demonstrating outstanding achievement of the standard
  - B – demonstrating a high achievement of the standard
  - C – demonstrating achievement at the standard
  - D – demonstrating partial achievement of the standard
  - E – demonstrating limited achievement of the standard
- 4.8 For students in years 1-10, schools must report an overall A-E grade for academic achievement for each of the Australian Curriculum learning areas/subjects.
- 4.9 Schools must populate the relevant SAS template with the most appropriate aspects of the learning area achievement standard, identified in the curriculum plan, to provide an easily understandable representation of the learning program.
- 4.10 Schools may include a brief summary of the teaching and learning programs across the reporting period to provide a context for the report.
- 4.11 Schools may include brief comments on student progress in the learning areas, which may reflect strengths, areas for development and strategies for improvement.
- 4.12 Schools may decide to provide an 'S' (Status) grade instead of A-E grade when circumstances have prevented sufficient evidence being gathered to assess a student within the reporting period. The decision about utilising an 'S' grade is made on a case-by-case basis at the school level.
- 4.13 Where students have an Individual Learning Plan (ILP), schools may use a Personalised ('P') schema within SAS. The 'P' schema is applicable when a significant amount of the student's learning is drawn from the Australian Curriculum learning area/s well below or well above their academic year level.

## **5 Contact**

The Executive Branch Manager, Learning and Wellbeing Policy and Design is responsible for this procedure. For support contact Learning and Wellbeing Policy and Design at [EDU.Curriculum@act.gov.au](mailto:EDU.Curriculum@act.gov.au)

## **6 Feedback**

Any feedback about this policy should be raised with policy owner. Refer to contact information above.

## **7 References**

### **7.1 Definitions**

- **ACARA recognised alternative curriculum framework** refers to well-established curriculum frameworks that have undergone a process of recognition to ensure they meet the requirements of the Australian Curriculum. Recognised curriculum frameworks are listed on the [Recognition register](#).

- **Country** refers to the deep spiritual and physical connection to the environment for First Nations people, involving the natural balance and reciprocal relationship between people and the land.
- **Curriculum in preschool** settings encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development.
- **Individual Learning Plan (ILP)** – an ILP is developed to provide appropriate access to the curriculum for a student whose learning needs are above or below their school year level.
- **Introductory English Centres (IEC)** – are a system resource co-located in mainstream schools. The IEC program is designed to support newly arrived students with Beginning English through intensive language teaching prior to the entry into a mainstream ACT public school.
- **National Quality Framework (NQF)** – provides a national approach to regulation, assessment, and quality improvement for early childhood education across Australia.
- **National Quality Standard (NQS)** sets a high national benchmark for early childhood education.
- **Towards Foundation: Levels A-D** – provides curriculum and achievement standards for students who are progressing towards the Australian Curriculum foundation level.

## 7.2 Related Policies and Documents

- [Australian Curriculum, Assessment and Reporting Authority \(ACARA\)](#)
- [Australian Curriculum v8.4](#)
- [Australian Curriculum v9.0](#)
- [Belonging, Being & Becoming - The Early Years Learning Framework for Australia](#)
- [Cultural Integrity Framework](#)
- [Disability Standards for Education 2005](#)
- [English as an Additional Language and/or Dialect \(EAL/D\) Students Policy and Procedures](#)
- [Gifted and Talented Students Policy](#)
- [Physical Activities Policy and Procedures](#)
- [Public Schools Pedagogical Framework Guide](#)
- [Safe and Supportive Schools Policy](#)
- [Set up for Success: an Early Childhood Strategy for the ACT](#)
- [Students with a Disability Meeting their Educational Needs Policy and Procedures](#)
- [The Alice Springs \(Mparntwe\) Education Declaration](#)
- [Towards Foundation Levels A-D](#)