

# Curriculum, assessment, reporting and certification policy: early childhood to Year 12

Northern Territory Board of Studies



<b>Document title</b>	Curriculum, assessment, reporting and certification policy: early childhood to Year 12
<b>Contact details</b>	Northern Territory Board of Studies, <a href="mailto:ntbos@nt.gov.au">ntbos@nt.gov.au</a>
<b>Approved by</b>	Northern Territory Board of Studies
<b>Date approved</b>	6 August 2021
<b>Document review</b>	Five yearly
<b>TRM number</b>	50:D21:45942

Version	Date	Author	Changes made
1.0	6 August 2021	Early Years and Education Services, Department of Education	First policy

Acronyms	Full form
ACARA	Australian Curriculum Assessment and Reporting Agency
EAL/D	English as an Additional Language/Dialect
EAP	Education Adjustment Plan
EYLF	Early Years Learning Framework
ILC	Indigenous Languages and Culture
NAPLAN	National Assessment Program – Literacy and Numeracy
NQF	National Quality Framework
NT	Northern Territory
NTBOS	Northern Territory Board of Studies
NTCET	Northern Territory Certificate of Education and Training
PLP	Personal Learning Plan
SACE	South Australian Certificate of Education
VETDSS	VET Delivered to Secondary Students

# Contents

<b>1. Legislative context</b> .....	<b>4</b>
1.1. Northern Territory Board of Studies.....	4
<b>2. Scope</b> .....	<b>5</b>
<b>3. Policy</b> .....	<b>5</b>
3.1. Curriculum .....	5
3.2. Assessment.....	6
3.3. Reporting .....	6
3.4. Certification.....	7
3.4.1. NTCET.....	7
3.4.2. VET .....	7
<b>4. Roles and responsibilities</b> .....	<b>7</b>
4.1. Northern Territory Board of Studies.....	7
4.2. Chief Executive of the Department of Education .....	8
4.3. Schools .....	8
4.4. Early childhood education and care services.....	8
<b>5. Related policy and legislation</b> .....	<b>8</b>
5.1. Policy .....	8
5.2. Legislation.....	8

# 1. Legislative context

The Northern Territory (NT) *Education Act 2015*<sup>1</sup> is the legislative foundation for the provision of school education in the NT. Part 2 Division 1 of the Act enables the Minister for Education to provide education services to all children and young people, in all sectors, in the NT.

Under the direction and control of the Minister, the Chief Executive of the Department of Education has broad authority and responsibility for the curricula and standards of education in NT Government schools, in line with section 85 of the Act.<sup>1</sup> Consistent with subsection 85(4), the Chief Executive may issue guidelines for or in relation to curricula or teaching methods. NT Government schools must comply with any procedures or guidelines published under that subsection.

Early childhood education and care services in the NT are regulated under the National Quality Framework (NQF)<sup>2</sup> which operates under an applied law system, comprising the *Education and Care Services National Law (NT)* (the National Law) and the Education and Care Services National Regulations (the National Regulations).<sup>3</sup> The National Law is adopted in the NT under the *Education and Care Services (National Uniform Legislation) Act 2011*.<sup>4</sup> Pursuant to section 9(5) of that Act, the Chief Executive of the Department of Education is the Regulatory Authority. Under section 262 of the National Law, the Regulatory Authority has delegated specific functions and powers to Quality Education and Care NT to administer the National Law and National Regulations in the NT.

## 1.1. Northern Territory Board of Studies

NTBOS is a statutory body established by section 24 of the Act.<sup>1</sup> Under subsection 25(a), the board advises the Minister and Chief Executive in matters of policy relating to curricula, assessment, reporting and certification. Under subsection 25(c), the board cooperates and consults with prescribed bodies on education and related matters. The stated functions of the board are:

- to cooperate and consult with prescribed authorities or bodies engaged in education and related matters
- to provide advice to the Minister for Education and the Chief Executive on curriculum policy in relation to:
  - establishing and maintaining curriculum frameworks that address the needs of all students in the Territory school education system
  - establishing and maintaining procedures for student assessment, reporting and certification
  - monitoring, evaluating and reporting on student performances
  - improving student outcomes
  - government policy that impacts on the Board's functions.

---

<sup>1</sup> <https://legislation.nt.gov.au/Legislation/EDUCATION-ACT-2015>

<sup>2</sup> <https://www.acecqa.gov.au/national-quality-framework>

<sup>3</sup> <https://www.acecqa.gov.au/nqf/national-law-regulations/national-law>

<sup>4</sup> <https://legislation.nt.gov.au/Legislation/EDUCATION-AND-CARE-SERVICES-NATIONAL-UNIFORM-LEGISLATION-ACT-2011>

## 2. Scope

This policy applies to all government and non-government schools and to early childhood education and care services.

## 3. Policy

In December 2019 all Australian Education Ministers committed to the Alice Springs (Mparntwe) Education Declaration.<sup>5</sup> The Ministers declared the first Education Goal for Young Australians to be that 'the Australian education system promotes excellence and equity'. Their eighth Commitment to Action was 'delivering world-class curriculum and assessment'.

This policy supports the intent of the Declaration.<sup>5</sup>

In delivering learning, educators must recognise and understand the diverse circumstances of children, young people, families and communities of the NT. Diversity needs to be understood and responded to by creating supportive, respectful and safe learning environments. Educators must provide appropriately challenging and supportive curriculum, assessment and educational pathways for all learners to optimise their engagement, learning, growth and achievement. This requires that educators have an awareness, understanding and responsiveness to cultural differences that may require differentiated approaches when delivering curricula and assessing progress.

Early childhood education and care services and schools must comply with all relevant legislation, regulations, agreements and other national imperatives when planning and implementing their curriculum, assessment, reporting and certification practices.

### 3.1. Curriculum

Early childhood education and care services and schools must use an NTBOS-approved or legislated curriculum appropriate to each main learning stage:

- all early childhood and education services and Families as First Teachers programs – the Early Years Learning Framework (EYLF)<sup>6</sup>
- Transition to Year 10 – the Australian Curriculum, using the 3 dimensions of learning areas, general capabilities and cross curricula priorities
- Years 11 and 12 – the Northern Territory Certificate of Education and Training (NTCET) incorporating South Australian Certificate of Education (SACE) subjects and/or Vocational Education and Training (VET).

The use of an alternative curriculum framework, for example – the Montessori or Steiner frameworks, may be approved by NTBOS. Alternative curriculum frameworks must be formally recognised as meeting the requirements of the Australian Curriculum by the Australian Curriculum, Assessment and Reporting Authority (ACARA) Alternative Curriculum Recognition Committee.

Approval for use of curricula other than the EYLF<sup>6</sup> for early childhood education and care services, requires approval by the Ministerial Council as per the National Law.

---

<sup>5</sup> <https://www.dese.gov.au/indigenous-education/resources/alice-springs-mparntwe-education-declaration>

<sup>6</sup> <https://education.nt.gov.au/policies/pre-compulsory-years-of-schooling-early-years-learning-framework>

## 3.2. Assessment

Regulation 74(1) of the National Regulations<sup>3</sup> requires that educators employed in a regulated service ensure assessments of each child's developmental needs, interests, experiences, participation and progress against the outcomes of the educational program are documented.

Regulated early childhood education and care services, including preschools must use assessment practices informed by the principles, practices and outcomes of the EYLF. The NT Preschool Curriculum<sup>7</sup> provides educators with supplementary guidance to the EYLF.<sup>6</sup>

Educators in Transition to Year 10 must assess all learners' progress and achievement using a balanced range of evidence collected against the Australian Curriculum achievement standards. Additionally, English as an additional language/dialect (EAL/D) learners must be assessed using the NT EAL/D learning progressions.

Educators in Years 11 to 12 must assess learners using the requirements of the subject-specific SACE Subject Outline.

Schools must administer the prescribed national and systemic assessments within the National Assessment Program (NAP) annually. School must distribute the relevant reports to parents.

## 3.3. Reporting

Regulated early childhood education and care services, including preschools must:

- display information about the program in a place that is accessible to parents
- make available a copy of the educational program upon request by an authorised officer
- upon request, provide parents with a copy of the educational program as it relates to their child, information about their child's participation and any documents related to the assessment and evaluation of their child.

Teachers and educators in NT Government FaFT and preschool programs are required to complete an early childhood transitioning statement for each child at the completion of the school year to transfer knowledge about each child.

Schools must provide a written report to parents for each learner in Transition to Year 10 at least twice a year that is readily understandable to the parent. The report must be an accurate and objective assessment of the learner's progress and achievement, including an assessment of the learner's achievement against any available national standards, relative to the performance of the learner's peer group and reported as A, B, C, D, or E, or on an equivalent 5.0 point scale for each subject studied, clearly defined against specific learning standards. Transition learners and learners on Education Adjustment Plans (EAPs) may have varied reporting requirements.

Schools are required to report to parents of EAL/D learners twice a year using Australian Curriculum EAL/D phases.

Schools must report against the NTCET subject specific performance standards or approved curriculum for Year 11 and 12 learners following the SACE policies, procedures and guidelines. Progress and achievement reporting to parents must occur at least twice a year.

---

<sup>7</sup> <https://education.nt.gov.au/support-for-teachers/nt-preschool-curriculum>

## 3.4. Certification

### 3.4.1. NTCET

Senior secondary schools must follow the SACE policies, guidelines and procedures in certifying completion of the NTCET. Completion is undertaken in two stages – Stage 1 is usually in year 11 and Stage 2 is usually in year 12.

Learners must complete 200 credits of study to obtain the NTCET and individual subjects may be 10 credits – equal to one semester of study, or 20 – equal to two semesters. Learners must complete a number of compulsory elements with an A, B or C grade and this includes the Personal Learning Plan (PLP), usually completed in Year 10. In addition to the compulsory elements, learners must achieve an A, B or C grade in at least 140 credits.

Formal and informal learning taken outside school may also be recognised for the NTCET, for example the Duke of Edinburgh Award and the Australian Music Examination Board (AMEB) music examinations.

VET learning may contribute to the NTCET in both stages, but not to the PLP or the literacy and numeracy elements.

NTBOS must award the NTCET to learners who successfully complete the requirements of the certificate.

### 3.4.2. VET

All VET Delivered to Secondary Students (VETDSS) qualifications or units of competency that make up a qualification in the AQF can contribute to the completion requirements of the NTCET.

The SACE Board must determine whether the SACE credits earned for a particular VET qualification are recognised at Stage 1 or Stage 2 level as outlined in the VET Qualification Guidelines.

## 4. Roles and responsibilities

### 4.1. Northern Territory Board of Studies

NTBOS as the peak statutory body for education in all sectors in the NT will:

- advise the Minister and Chief Executive of the Department of Education on curriculum policy in relation to:
  - establishing and maintaining curriculum frameworks that address the needs of all students in the Territory school education system
  - establishing and maintaining procedures for student assessment, reporting and certification
  - monitoring, evaluating and reporting on student performance
  - improving student outcomes.
- cooperate and consult with bodies prescribed by regulation that are engaged in education or related matters.

## 4.2. Chief Executive of the Department of Education

The Chief Executive as the Regulatory Authority must:

- ensure regulated early childhood education and care services meet the requirements of the National Law and National Regulations<sup>3</sup> as they relate to curricula, assessment and reporting.

The Chief Executive should:

- cooperate and consult with NTBOS on matters of curriculum, assessment, reporting and certification.

## 4.3. Schools

Schools must:

- establish sufficient policy, procedures and guidelines to enable early childhood education and care services and schools to implement and use NTBOS-approved and legislated curriculum, assessment, reporting and certification requirements, appropriate to each main learning stage
- ensure educators have adequate understanding of, and capability in, prescribed curriculum, assessment, reporting and certification requirements.

## 4.4. Early childhood education and care services

All early childhood education and care services must:

- ensure provision of quality teaching and learning using the principles, practices and learning outcomes of the EYLF.<sup>6</sup>

All regulated early childhood education and care services must:

- ensure documentation requirements in regard to the educational program under the National Law and National Regulations are met.

# 5. Related policy and legislation

## 5.1. Policy

Alice Springs (Mparntwe) Education Declaration<sup>5</sup>

Pre-compulsory years of schooling: Early Years Learning Framework Policy<sup>6</sup>

NT Preschool Curriculum<sup>7</sup>

## 5.2. Legislation

*Education Act 2015 (NT)*<sup>1</sup>

*Education Regulations (NT)*<sup>1</sup>

*Education and Care Services (National Uniform Legislation) Act 2011 (NT)*<sup>4</sup>

*Education and Care Services (National Uniform Legislation) Regulations*<sup>4</sup>