

Curriculum, assessment, reporting and certification: birth to Year 12 - policy

Department of Education

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1. Policy summary

1.1. Commitment to improvement

The Department of Education (the department) is committed to improving education outcomes for every child and young person in the Northern Territory (NT) by optimising curriculum provision, using evidence-based curriculum planning, delivery and assessment practices, and ensuring integrity in all reporting and certification obligations.

This policy, the Curriculum, assessment, reporting and certification birth to Year 12 policy (CARC), sets out the mandatory requirements for all NT Government schools and approved services in the delivery of curriculum, assessment, reporting and certification.

2. Purpose

The CARC enables principals and educators in NT Government schools and approved services to understand and implement the legislated curriculum, assessment, reporting and certification requirements, appropriate to each main learning stage from birth to Year 12.

This policy applies to everyone involved in the education and care of children and learners in NT Government schools from birth to Year 12. There are guidelines that support policy implementation.

2.1. Legislative context

The *Australian Education Act 2013 (Cth)* is the main legislation for Commonwealth funding to government schools.

The *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2023 (Cth)* set out the national requirements for schools regarding:

- the implementation of curriculum
- the provision of student reports
- how those reports are to be presented
- the requirement of schools to participate in the national assessment program.

The *Education Act 2015* (the Act) and the *Education Regulations 2015* (the Regulations) are the foundation for school education provision in the NT.

- Part 2 division 1 of the Act applies responsibility to the Minister for Education (the Minister) to ensure education service are available to all children and young people in the NT.
- Subsection 85(4) of the Act explains the Chief Executive (CE) may prepare and publish guidance for government schools about curriculum or teaching methods.
- Regulation 15 of the Regulations sets out the Standard Curriculum that must be provided fee free in government schools, this includes the provision of teaching and learning activities, instructional support and instructional materials for delivery of:
 - the Early Years Learning Framework
 - the Australian Curriculum
 - the senior secondary Northern Territory Certificate of Education and Training
 - Vocational Education and Training.

- Religious instruction is not part of the curriculum for NT Government schools. Division 5 section 86(2) of the Act explains that parents may request, in writing, the Chief Executive permit religious instruction be given to their child.

Early childhood education and care services in the NT are regulated under the National Quality Framework (NQF) which operates under an applied law system, comprising the *Education and Care Services National Law* (the National Law) and the Education and Care Services National Regulations (the National Regulations).

The National Law is adopted in the NT under the *Education and Care Services (National Uniform Legislation) Act 2011* (the National Law NT).

- Section 9(5) of the National Law NT prescribes the department's Chief Executive as the Regulatory Authority for education and care services in the NT.
- Section 262(1) of the National Law provides the Chief Executive with power to delegate functions and powers. In this respect, Quality Education and Care NT within the Department of Education administer the National Law and National Regulations on behalf of the CE in the NT.

Quality Education and Care NT regulates approved services under that National Quality Framework and ensures that practices are aligned to the NQF, including nationally approved learning frameworks.

All schools and early childhood centres in the NT are bound by the Commonwealth *Disability Discrimination Act 1992* and the subordinate Disability Standards for Education 2005 (DSE) including a standard for curriculum development, accreditation, and delivery. The Standards ensure that students with disability are provided education on the same basis as their peers without disability.

2.2. Northern Territory Board of Studies

The Northern Territory Board of Studies (NTBOS) CARC policy (NTBOS policy) outlines the legislation, regulations, agreements, and other national requirements that early childhood education and care programs and schools must meet in planning and implementing their curriculum, assessment, reporting and certification practices.

The NTBOS policy applies to all NT Government and non-government schools and approved services in the NT. The department's CARC (this policy) integrates the NTBOS requirements for ease of implementation in NT Government schools.

3. Policy scope

The department's CARC policy outlines the legislative requirements and government directives everyone involved in the education of children and young people in NT Government schools and approved services must apply in the delivery of prescribed standard curriculum programs and authorised learning frameworks.

This policy applies to all NT Government schools and approved services from birth to Year 12.

4. Organising principles

This policy is aligned to the Education NT Strategy 2021-2025. Educators must place children and students at the centre of their work by:

- supporting young Territorians to realise their potential
- building the foundations of learning across the early years through to transitions beyond schooling.

Educators must prioritise strengthening instruction through a systematic approach to curriculum planning, delivery and assessment based on knowing each learner.

This policy is organised by outlining the must do requirements for the provision of curriculum, assessment, reporting and certification including prioritising continuity of learning across the stages of schooling.

The CARC also outlines requirements for catering for diversity in relation to supporting students with disability and supporting students with English as an additional language or dialect (EAL/D).

5. Policy requirements – Early childhood education and care

Education and care service means any service providing or intending to provide education and care on a regular basis to children under 13 years of age. For the purpose of this policy, education and care services including family day care, long day care, and preschools, are referred to as approved services, regardless of the provider or person with management control.

5.1. Must do – Continuity of learning

The department values the continuity of learning for all students. For this to happen, strong transitioning practices must occur in early childhood to support students to ensure a strong foundation for learning in later years.

Teachers and educators must complete an early childhood transitioning statement for each child in their preschool or Families as First Teachers (FaFT) program by the completion of the school year to transfer knowledge about each child.

Schools are to develop, plan, document, implement and annually review their early childhood transitioning processes.

5.2. Must do - Curriculum and learning frameworks requirements

5.2.1. All approved services

All approved services must use the approved learning frameworks relevant to their setting.

5.2.2. Children and Family Centres

The department operated Child and Family Centres (CFC) are a focal point for the integration of services focussing on children from before birth to 5 years and their families within a community. This includes offering department operated early childhood services and programs such as preschool, FaFT, and early childhood education and care services that are co-located within the CFC. Services co-located within the CFC, if regulated under the NQF, must comply with this policy.

It is recommended that CFC leaders use the approved NT CFC Outcomes Framework with both co-located early childhood services and external partners, such as maternal and child health services and parenting programs, to guide their work.

5.2.3. Families as First Teachers

Educators delivering FaFT programs including Stay Play Learn must:

- use the Abecedarian Approach Australia (3a) evidence-based teaching and learning strategies to guide and inform their program

- align 3a implementation to the principles and practices of the Early Years Learning Framework (EYLF)
- extend children by emphasising:
 - the importance of relationships
 - responsiveness
 - individual, intentional and planned teaching
 - learning through play.

5.2.4. Preschools

Preschools are regulated under the NQF, and all preschool programs must reflect the National Quality Standard. Preschools must have a Quality Improvement Plan (QIP) that:

- includes Quality Area 1 Educational programs and practice
- includes other domains and elements as identified for ongoing improvement
- is reviewed annually.

Preschool educators must plan, teach, assess and document children's progress against the learning outcomes of the EYLF and in accordance with the NQF.

- The NT Early Years Curriculum Guide: Preschool is a guiding document for educators to implement the principles, practices and learning outcomes of the EYLF and supports intentional teaching of language, literacy and numeracy through play-based learning.
- The NT Early Years Curriculum Guide: Preschool provides preschool educators supplementary guidance on the EYLF and information to guide teaching practices.

Regulation 75 of the National Regulations states:

- all programs in scope of the National Law, including preschools, must display information about the content and operation of the educational program
- educators must also ensure this information is accessible to families of children attending the program, including information about children's participation in the program.

5.3. Must do – Assessment and reporting to parents requirements

The assessment and planning cycle process includes observation, analysing learning, documentation, planning, implementation and reflection. This ongoing process is used by educators, with support from the educational leaders and in partnership with families and other professionals, to design programs that enhance and extend each child's learning and development.

5.3.1. All approved services

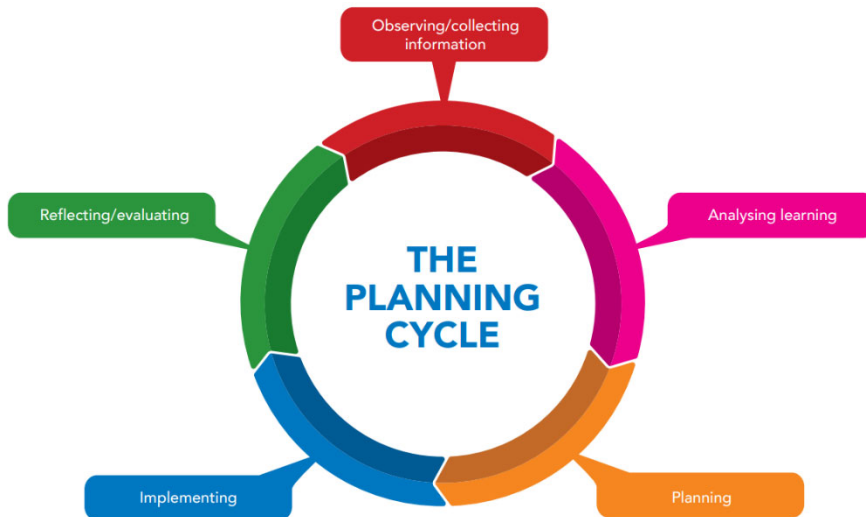
As required by Regulation 74(1) of the National Regulations, educators employed in an approved service must document assessments of each child's developmental needs, interests, experiences, participation and progress against the outcomes of the educational program.

Educators should consider under Quality area 1, the full planning cycle, refer to figure 1 Quality Area 1, the planning cycle, and document evidence that is:

- rich and meaningful

- relevant to the individual child
- focused on achievements and strengths – what the child knows, can do and understands.

Figure 1. Quality Area 1, the planning cycle



5.3.2. Families as First Teachers

FaFT programs in remote and very remote locations must use the Ages and Stages Questionnaire – Talking about Raising Aboriginal Kids (ASQ-TRAK) as a developmental screening tool for observing and monitoring the developmental progress of Aboriginal children to inform the program.

Children are screened at 2 months, 6 months, 12 months, 18 months, 24 months, 36 months and 48 months of age.

FaFT educators must use the ASQ-TRAK developmental screening as an early intervention tool to support parents with their children’s development.

5.3.3. Preschools

Preschool educators must maintain records that show student learning and progress in a way that is accessible to and understandable by parents. This may include:

- learning stories
- portfolios
- written reports

as required by Regulation 74(2) of the National Regulations, educators must ensure the educational program is on display and accessible to parents.

It is recommended that preschool and transition educators use the Assessment of Student Competencies. This is an on-entry screening tool for use at the end of Preschool or at the beginning of the Transition year level. It is a school-based decision whether students are assessed using the Assessment of Student Competencies.

6. Policy requirements – Transition to Year 10

Note: Year 10 also sits within senior secondary and as such, there are 2 curriculum frameworks that apply, the Australian Curriculum Transition – Year 10 (T-10) and the Northern Territory Certificate of Education (NTCET), refer to section 7 for further information.

6.1. Must do – Continuity of learning

The department values the continuity of learning for all students. For this to occur, strong transitioning practices must be in place to support students to remain at school and complete their education.

Schools must have a plan for transitioning students at all points of change to share important information about the learner to the next educator. This plan should specifically focus on student's moving between stages of schooling, for example:

- preschool to primary schooling
- primary to middle schooling
- middle to senior secondary schooling

as well as students moving within a school to the next year level and between schools. This includes students transitioning to or from special education settings, or programs.

6.2. Must do – Curriculum requirements

The prescribed standard curriculum program for NT Government schools is explained in the Education Regulations 2015 as being the provision of teaching and learning activities, instructional support and instructional materials for the delivery of the following:

- the Early Years Learning Framework
- the Australian Curriculum
- the Northern Territory Certificate of Education and Training
- Vocational Education and Training (VET).

6.2.1. Early Years Learning Framework

Transition year level educators must use the intention of the EYLF and the Australian Curriculum to plan and deliver a range and balance of effective, age-appropriate educational experiences to cater for learners.

6.2.2. Australian Curriculum

All educators using the Australian Curriculum must:

- use all 3 dimensions of the Australian Curriculum for planning and teaching; the learning areas, the general capabilities and the cross-curriculum priorities
- give every student the opportunity to engage with and achieve in all 8 learning areas of the Australian Curriculum at expected year levels
- use differentiation strategies.

This can be achieved through integrated whole-school curriculum planning, including how diverse learners will be catered to.

6.2.3. Learning area requirements

The following table outlines the learning areas to be taught, assessed and reported each year, noting English and mathematics must be taught, assessed and reported on each semester.

Table 1: Learning areas – mandated to teach, assess and report on.

| | Years T-6 | Years 7-8 | Years 9-10 |
|--------------------------------|-----------|--|--|
| English | ✓ | ✓ | ✓ |
| Mathematics | ✓ | ✓ | ✓ |
| Science | ✓ | ✓ | ✓ |
| Health and Physical Education | ✓ | ✓ | ✓ |
| Humanities and Social Sciences | ✓ | History ✓ Economics and Business ✓ Civics and Citizenship ✓ Geography ✓ | History ✓ Economics and Business –optional Civics and Citizenship –optional Geography –optional |
| Arts | ✓ | One or more subjects | Optional |
| Languages | ✓ | ✓ | Optional |
| Technologies | ✓ | ✓ | Optional |

Schools must implement a systematic synthetic phonics approach from Transition to Year 2.

At Year 9 students can access VET in addition to Australian Curriculum subjects if they are enrolled in a secondary school and are at least 14 years old.

At Year 10 students can access both VET and NTCET subjects and can commence their NTCET Pathway with or without Australian Curriculum subjects.

6.3. Must do – Curriculum planning and delivery requirements

6.3.1. Whole school planning

Schools are required to document how the curriculum will be systematically delivered across the school. The documentation must include the:

- Whole-school curriculum and assessment plan
- Whole school data plan
- Whole school instructional model

which have been developed with the school community. These whole school plans should be regularly reviewed in partnership with students, families and educators.

If a school does not have a whole school curriculum and assessment plan for English and mathematics, they must use the EsseNTial Curriculum, refer to section 9.3 for more information.

6.3.2. Learning and assessment planning

Educators use content descriptions to understand the content required to be taught, while they use achievement standards to understand the expected standard of learning required.

Educators must document their selection and sequencing of learning experiences and assessment tasks in teaching and learning plans aligned to the school's Whole-school curriculum and assessment plan.

Teaching and learning plans must reflect the 3 dimensional requirements of the curriculum and the differentiation required to meet the needs of students in their classes.

6.3.3. Teaching Aboriginal and Torres Strait Islander languages

The NT Indigenous Languages and Cultures curriculum must be used when teaching Aboriginal languages in schools. This is the endorsed curriculum for the NT of the Framework for Aboriginal and Torres Strait Islander Languages in the Australian Curriculum: Languages learning area. Schools must choose to use the following language pathways in consultation with their communities or language partners:

- First Language – Bilingual
- First Language – Maintenance
- Second Language
- Language Revitalisation
- Language Renewal
- Language and Cultural Awareness.

6.3.4. Respectful Relationships education

The department supports safe, supportive, equitable and inclusive learning environments for all children and young people regardless of their sexuality, gender identity or gender expression.

As part of this all schools must have a whole school approach for Respectful Relationships education by 2026. This ensures that students are explicitly taught to recognise gender inequity and rigid gender stereotypes, as well as understand that violence can be prevented and is not tolerated.

6.4. Must do – Assessment requirements

6.4.1. National and Systemic assessment

Educators must follow the NT assessment, reporting and data schedule, available on eLearn. Schools must administer the following:

- the prescribed international and national assessments within the National Assessment Program (NAP) annually including NAP-Literacy and Numeracy (NAPLAN), NAP sample and NAP trials as required
- Progressive Achievement Testing (PAT) Adaptive Reading and PAT Adaptive Maths in Term 4 for all learners in Years 1 to 10
- Foundations of Early Literacy Assessment (FELA) NT tests in Term 1 and Term 4 for all Transition year level learners
- FELA NT with students in Years 1 to Year 10 in addition to PAT Adaptive Reading for diagnostic early literacy teaching and learning information

- Year 1 Phonics Check in Term 3 for all Year 1 students - from 2025
- the national Australian Early Development Census for all Transition year level learners every 3 years.

6.4.2. Assessing student learning

Educators must use a variety of formative and ongoing assessment practices. This includes using:

- collaborative practices in co-designing assessment tasks related to the achievement standard
- processes to ensure consistency of teacher professional judgement, such as the Quality assurance cycle (QAC), refer to Figure 2 The Quality assurance cycle.

Figure 2: The Quality assurance cycle



Students must be assessed against the Australian Curriculum achievement standards using a body of evidence from multiple and varied assessments. Student's overall A-E grades should not be disadvantaged by late submissions or individual task weighting.

Educators must ensure differentiated assessment methods are used so all learners can demonstrate their learning, knowledge and skills.

By the end of each year, it is expected that there is a collection of different work samples, assessment tasks and anecdotal notes across all 8 learning areas which shows the learner's learning progress.

Educators must provide targeted additional support to learners who are identified as falling behind to provide the opportunity to those learners to catch up.

Educators must assess and monitor the Standard Australian English (SAE) proficiency of all EAL/D learners using the NT EAL/D learning progressions.

6.5. Must do – Reporting requirements

Reporting is a core responsibility of educators, it allows educators the opportunity to reflect on individual and class achievement and inform future learning activities, and it is a crucial avenue for communication and collaboration between schools and families.

6.5.1. Reporting to parents

6.5.1.1. Yearly requirement

Schools must provide opportunities for informal discussions between teachers and parents.

Additionally, schools must provide the Individual Student Reports to the parent of each student who participates in NAPLAN.

6.5.1.2. Semesterly requirement

Each semester, schools must provide at least one whole of school formal parent teacher afternoon or evening to share student progress.

Schools must provide a written reporting to parents (RTP) for each learner, at least once per semester for every year of school, irrespective of attendance rates.

The report must:

- be readily understandable by parents
- be for each learner at the school
- be an accurate and objective assessment of the learner's progress and achievement:
 - against the year level Australian Curriculum Achievement Standards for every subject taught
 - relative to the performance of the learner's peer group
 - reported as A, B, C, D or E (A-E) for each subject studied, clearly defined against specific learning standards
 - assign an effort level for all learning areas taught and assessed in the semester
 - at a minimum, include a written comment about the learner's progress in English and mathematics
- provide a general comment:
 - this could include the student's general capabilities in relation to Information and Communication Technology Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding.

There is no requirement for schools to assign A–E grades when reporting on learners in the Transition year level.

6.5.2. Reporting data, records management and archiving

6.5.2.1. Data management

All Australian Curriculum RTP data, including comments, must be entered into Student Achievement Information System (SAIS) RTP site before the end of each semester.

For Year 10 students, schools must report A-E achievement data in SAIS for all Australian Curriculum subjects taught, and A-E data for NTCET subjects must be recorded in Schools Online, refer to section 7 for further information.

School principals must ensure A-E grades and comments are uploaded regardless of the systems for reporting used in any individual school, for example Compass or GradeXpert.

6.5.2.2. Records management and archiving

The department's records management requirements mean schools must:

- store a printed copy of the report sent home to parents on the Student Record File
- archive an electronic copy of the report sent home to parents in the Schools Central student reports archive.

Archiving to Schools Central is automatic for schools that complete and print student reports directly from SAIS RTP.

School principals must ensure student reports are saved regardless of the systems for printing student reports being used in any individual school, for example Compass or GradeXpert.

7. Policy requirements – Senior Secondary

Senior Secondary encompasses Year 10, 11 and 12. Year 10 also sits within T-10 and as such, there are 2 curriculum frameworks that apply, the Australian Curriculum, refer to section 6 for further information, and the NTCET.

7.1. Must do - Curriculum requirements

The NTCET is a nationally and internationally recognised senior secondary qualification that prepares learners for employment and further education and training. Learners studying towards the NTCET study South Australian Certificate of Education (SACE) subjects and other learning that is recognised by the SACE Board of South Australia.

Schools must allocate sufficient teaching and learning time in all subjects so that learners can successfully meet the requirements of the SACE. This includes a minimum of:

- 60 hours for teaching and learning for semester length subjects
- 120 hours for teaching and learning for year-long subjects.

Educators must adhere to SACE policies, procedures and guidelines relating to subjects and courses.

Educators must also:

- document their selection and sequencing of learning experiences and assessment tasks in a Learning and Assessment Plans (LAP) for each subject being offered at senior secondary schools
- reflect the requirements of the curriculum, and the diversity of learners' learning needs in their classes in each LAP
- design and teach modified subjects that cater for the learning needs of individual learners with significant impairment in intellectual functioning or adaptive behaviours associated with their disability or both.

The teaching and learning sequences and plans, ongoing student monitoring and assessment evidence must be stored in a central location at the school.

7.1.1. Vocational education and training

Schools can, as part of the NTCET, offer VET that is within the Australian Qualifications Framework (AQF). The recognition arrangements for VET in the NTCET include recognition of:

- completed qualifications
- partly completed qualifications, where a student has completed one or more units of competency
- skill sets.

Schools can offer learners VET programs at school providing they are enrolled and at least 14 years old.

Schools can also support students to begin part-time school-based apprenticeships and traineeships while in secondary school, and this can also count towards their NTCET. To do so, learners must be enrolled in secondary school and be at least 15 years old.

Educators must refer to the SACE Board's recognition arrangements to ensure meaningful NTCET completions pathways are built through any VET options.

7.2. Must do – Assessment requirements

Schools must monitor the progress of all Year 12 students within their selected pathways via the Student Tracking System a minimum of 7 times a year.

Schools must also follow SACE policies, procedures and guidelines relating to assessment and moderation. Educators must assess learner's progress using the requirements of the subject specific SACE Subject Outline. Students must be assessed on evidence of their achievement against the SACE performance standard.

Educators must assess and monitor the SAE proficiency of all EAL/D learners using the NT EAL/D learning progressions.

7.2.1. Vocational education and training

Registered training organisations assess learners as competent, or not yet competent, against the industry-specific standards.

Registered training organisations can then issue a full or partial VET qualification. Only units of competency that receive a result of competent can contribute to the NTCET.

7.2.2. Quality assurance cycle and moderation

Schools must engage with the QAC which is an integral part of maintaining the validity of NTCET assessments and certification, refer to Figure 3 The Quality assurance cycle.

The quality assurance cycle assures the integrity of the assessment and reporting of student achievement against the performance standards for a subject.

Figure 3: The Quality assurance cycle



Educators must engage with the four stages of the QAC: planning, clarifying, confirming, and improving. The QAC also assures the integrity of the assessment and reporting of student achievement against the performance standards for a subject.

Educators must have their interpretation and application of the performance standards confirmed by a moderation process as part of the QAC, to ensure students have fair, valid, and reliable results.

The department systemically moderates the following subjects:

- Stage 1 Personal Learning Plan
- Stage 1 Exploring Identities and Futures
- Stage 1 English subjects
- Stage 1 mathematics subjects.

The department reviews both Stage 1 and 2 modified subjects, and the SACE Board moderates all Stage 2 subjects.

Educators must comply with the requirements of the Quality assurance cycle in SACE roles and responsibilities.

7.3. Must do – Reporting requirements

7.3.1. Yearly requirement

Schools must provide at least one whole of school formal parent teacher afternoon or evening to share student progress with parents.

Schools must also provide opportunities for informal discussions between teachers and parents.

7.3.2. Semesterly requirement

Schools must report learners progress and achievement in writing to learners and their parents a minimum of twice per year.

The report must:

- be readily understandable to by parents
- be an accurate and objective assessment of the learner's progress and achievement:
 - Stage 1 and 2 subjects must report on learning progress and achievement against the subject specific SACE performance standards
- grade learners
 - using an A-E scale in Stage 1 subjects
 - using an A+ to E- scale in Stage 2 subjects
 - as completed or not completed with evidence against personal learning goals and capabilities in NTCET modified subject

Schools must enter student results data into Schools Online in June of each year for mid-year results, and in December of each year for end-of-year results. A Record of Achievement is available via Schools Online.

7.3.3. Data, records management and archiving

The school principal or a nominated delegate must manage the resulting and reporting process through Schools Online.

Records management for the NTCET means that schools must ensure comprehensive records that demonstrate congruence between approved Stage 1 and 2 LAPs, teacher mark books, student enrolment, results and moderation materials.

7.4. Must do - NTCET Certification and VET qualification requirements

Certification refers to the attainment of credits towards the NTCET or VET qualifications.

The SACE board issues all learners who have successfully completed all requirements of the NTCET with a certificate, a hard copy of their Record of Achievement and a Tertiary Entrance Statement if applicable.

Students only receive one NTCET certificate from the SACE Board at the time the qualification is completed.

Completion of the NTCET represents a pattern of study across 2 stages, Stage 1 and Stage 2, over Years 10 to 12.

Schools and educators must monitor, help and support learners to:

- complete 200 credits of study
- achieve an A, B or C grade in each of the Stage 1 compulsory subjects
- achieve a C- or higher in the Stage 2 compulsory subjects
- understand that subjects may be 10 credits – equivalent to one semester of study or 20 credits – equivalent to 2 semesters of study

- understand that formal and informal learning undertaken outside of school can also be recognised, for example:
 - Duke of Edinburgh's Award
 - Australian Music Examination Board music examinations.

7.4.1. VET qualifications contributing to the NTCET

VET qualifications or units of competency that make up a qualification in the AQF may contribute to the completion requirements of the NTCET.

The SACE Board determines whether the NTCET credits earned for a particular VET qualification are recognised at Stage 1 or Stage 2 level as per the VET Recognition Register.

- Schools can use the SACE Board's online VET Recognition Register to check the maximum NTCET stage level and credit for each qualification.
- Schools should liaise with the Registered Training Provider to check the minimum and maximum nominal hours that can count towards credits for NTCET stage 1 or 2 recognition.

Schools must ensure VET results and competencies are uploaded into the Schools Online portal, as per the NTCET and SACE certification schedule, to ensure contribution to the NTCET. Schools that are not registered as a SACE school should contact the department to discuss options for resulting VET results in Schools Online through Ntcertification.det@education.nt.gov.au.

7.4.1.1. VET units of competency

NTCET credits are allocated for successfully completed units of competency as follows:

- 10 credits for every 70 nominal hours
- 5 credits for every 35 nominal hours.

Nominal hours are allocated to units of competency. For example, the white card, construction induction, unit of competency is 6 nominal hours.

7.4.1.2. VET certificates

NTCET credits are allocated for successfully completed certificates as follows:

- Certificate I level - a maximum of 2 qualifications
- Certificate II or higher level – an unlimited number of qualifications.

7.4.1.3. VET certificates contributing to an Australian Tertiary Admission Rank

Certificate III or higher qualifications may contribute to an Australian Tertiary Admission Rank as Recognised Studies. For completed VET qualifications to count as Recognised Studies, they must be:

- Certificate III level or higher in the AQF
- recognised in the SACE at Stage 2 for at least 10 credits.

A maximum of 20 credits of Recognised Studies can count in the calculation of an Australian Tertiary Admission Rank. Recognised Studies include VET that is equivalent to Stage 2 level and above.

8. Policy requirements - catering for diversity

Catering for diversity encompasses the different social, cultural, community and family backgrounds of learners and includes the wide range of physical, cognitive, sensory and social-emotional abilities. Some students will be in one or more diversity groups and their intersectional needs must be considered and catered for.

Parents must be consulted on all adjustments made for children that may be required due to disability and kept informed as adjustments are reviewed and adapted.

8.1. Supporting students with disability

The *Disability Discrimination Act 1992* and the DSE explains that educators must ensure every student is able to access and participate in education on the same basis as their peers regardless of students' background or personal circumstances.

The department's Framework for Inclusion 2019-29 recognises that any learner may need additional support at some stage, this framework promotes an environment in NT Government schools which is inclusive, fair and focused on delivering learning to meet individual needs of all students.

Schools must:

- assess each student's individual learning needs
- support each student to reach their potential
- consult with students and families on adjustments.

Educators must make reasonable adjustments to accommodate all students and consider each student individually.

- The first level of adjustment is quality differentiated teaching practice through universal design for learning, but further adjustments may be needed.
- Evidence of learning needs, adjustments, consultation and monitoring must be recorded, usually through an Educational Adjustment Plan (EAP).

Educators can use the Ability Based Learning and Education Support (ABLES) for those students working below the Foundation level of the Australian Curriculum. ABLES is a resource that supports educators to design teaching and learning programs that are:

- aligned to the Australian Curriculum
- responsive to the student's needs.

Schools can use this resource to assess student learning progress for those students working below Transition year level.

8.1.1. Must do – Curriculum requirements

The Disability Standards for Education 2005 provide the standards for curriculum development, accreditation and delivery.

Schools must ensure universal access to curriculum is documented in their whole school curriculum and assessment planning.

8.1.1.1. Reasonable adjustments

Educators must make reasonable adjustments through differentiated learning design to meet the needs of all students and ensure the levels of support or resources match individual student needs.

Educators must refer to and utilise the Nationally Consistent Collection of Data on School Students with Disability National Guidelines to better understand:

- the needs of students with a disability
- how students can be best supported at school.

Educators must document these reasonable adjustments.

- An EAP must be used to document planning and monitoring of adjustments being made.
- Teacher records or evidence of student learning must capture the reasonable adjustments that are delivered.

8.1.2. Must do – Assessment requirements

Educators must provide evidence of learning to monitor growth and development of students with disability. Educators must:

- tailor assessments at the year level achievement standard
- allow students to demonstrate understanding in an accessible way, such as extra time allowance or completing an assessment orally.

8.1.3. Must do - Reporting to parents requirements

Educators must formally consult with parents to determine if A-E grades are required for learners who are on an EAP. Educators must record this decision.

Where A-E grades are not required, educators must:

- use and complete the SAIS RTP EAP template for reporting
- grade NTCET modified subjects as completed or not completed with evidence against personal learning goals and capabilities.

8.1.4. Must do – Certification requirements

Schools must support eligible students to complete the certification requirements of the NTCET using one or more modified subjects at Stage 1 and Stage 2.

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

8.2. Supporting EAL/D students

EAL/D students refers to learners whose first language is a language or dialect other than SAE and who require additional support to develop proficiency in SAE.

Specific advice for supporting, assessing and reporting to parents for students in Intensive English Units can be found in the Intensive English unit policy.

8.2.1. Must do – Curriculum requirements

Schools must ensure EAL/D learners are given the opportunity:

- to engage with and achieve in all 8 learning areas of the Australian Curriculum at expected year levels through differentiation strategies.

Educators must:

- incorporate evidence based EAL/D pedagogies to develop language learning and content learning
- actively utilise the learner's home language and cultural backgrounds as a resource and the foundation for learning SAE.

8.2.2. Must do – Assessment requirements

Where schools decide to assess preschool or Transition year level students using the Assessment of Student Competencies, EAL/D students should be assessed in their first language where possible.

All other systemic assessments must be completed in SAE.

Educators must:

- use the NT EAL/D Learning Progressions to monitor the progress of EAL/D learners
- identify and utilise supports needed by the learner to access and engage with the teaching and learning program.

8.2.3. Must do - Reporting to parents requirements

Schools must:

- follow all reporting expectations outlined for the learner's year level
- use the Australian Curriculum, Assessment and Reporting Authority EAL/D phases.

9. Roles and responsibilities

9.1. Principals and school leaders

Principals and school leaders are responsible for:

- developing and implementing plans and processes to meet the requirements of this policy at their school and in their school communities
- developing the capability of educators to plan, implement and evaluate quality teaching and learning programs to ensure all learners learn, engage, grow and achieve outcomes
- complying with responsibilities outlined in the NT Government Information Privacy Principles
- complying with the department's prescribed record keeping requirements outlined in the Records Disposal Schedules
- complying with all educational program and practice requirements prescribed in the National Law and National Regulations regarding providing quality early childhood programming, practice and documentation.

9.2. Educators

Educators are responsible for:

- complying with this policy
- complying with responsibilities outlined in the NT Government Information Privacy Principles
- complying with the department's prescribed record keeping requirements
- complying with all educational program and practice requirements prescribed in the National Law and National Regulations in regard to providing quality early childhood programming and practice and ensuring each child's progress is documented against the outcomes of the EYLF.

9.3. Teaching and Learning Services

Teaching and Learning Services division is responsible for:

- delivering regulatory and curriculum planning, delivery, assessment and reporting support, advice and coaching to education and care settings
- working with a range of key stakeholders to support schools and early childhood education and care services to implement their improvement plans
- establishing and implementing this policy, and the subordinate procedures, guidelines and resources to enable NT Government schools to implement the curriculum, assessment, reporting and certification requirements, appropriate to each phase of learning
- cooperating and consulting with NTBOS on matters relating to the CARC
- ensuring the implementation of all educational program and practice requirements of the NQF, including the National Law and National Regulations.

9.4. Regional Services

The Regional Services division is responsible for:

- working with the Teaching and Learning Services division and with school principals to ensure this policy is effectively implemented
- ensuring compliance with this policy forms part of the school improvement conversations with principals.

9.5. Inclusion and Engagement Services

The Inclusion and Engagement Services division is responsible for:

- provision of advice and guidance to support schools providing education to students with disability or wellbeing needs
- provision of advice, guidance and support to re-engage young people who are disengaged and not attending school.

9.6. Quality Standards and Regulation

The Quality Standards and Regulation division is responsible for:

- administering the NQF across the NT, including monitoring compliance, conducting assessment and quality rating visits
- supporting continuous improvement through the NT Government school foundational quality standards.

10. Related legislation, policy, support resources

10.1. Legislation

Australian Education Act 2013 - <https://www.legislation.gov.au/Details/C2020C00142>

Australian Education Regulations 2023 - <https://www.legislation.gov.au/Details/F2023C00719>

Education Act 2015 - <https://legislation.nt.gov.au/en/Legislation/EDUCATION-ACT-2015>

Education Regulations 2015 - <https://legislation.nt.gov.au/Legislation/EDUCATION-REGULATIONS-2015>

Disability Discrimination Act 1992 - <https://www.legislation.gov.au/Details/C2022C00367>

Disability Standards for Education 2005 - <https://www.legislation.gov.au/Details/F2005L00767>

Education and Care Services (National Uniform Legislation) Act 2011 - <https://legislation.nt.gov.au/Legislation/EDUCATION-AND-CARE-SERVICES-NATIONAL-UNIFORM-LEGISLATION-ACT-2011>

National Vocational Education and Training Regulator Act 2011 - http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol_act/nveatra2011492/

10.2. Policy

Early Childhood Transitioning to school policy - <https://education.nt.gov.au/support-for-teachers/transitioning-package>

Intensive English Unit policy - <https://education.nt.gov.au/policies/curriculum#intensive-english-unit>

Northern Territory Board of Studies: Curriculum, assessment, reporting and certification policy: early childhood to Year 12 - <https://education.nt.gov.au/committees,-regulators-and-advisory-groups/northern-territory-board-of-studies/ntbos-policies-and-guidelines>

Records Disposal Schedule: School Regulatory Services - https://tfhc.nt.gov.au/_data/assets/pdf_file/0007/440089/disposal-schedule-2017.9-school-regulatory-services.pdf

Records Disposal Schedule: School Management - https://tfhc.nt.gov.au/_data/assets/pdf_file/0010/593749/Disposal-Schedule-2018-10-School-Management.pdf

10.3. Resources including guidelines and procedures

All related guidelines, procedures and resources can be accessed via Policy and Advisory Library – <https://education.nt.gov.au/policies/curriculum>

Teacher Responsibilities Guide – <https://education.nt.gov.au/careers-in-education/teacher-responsibilities-guide>

10.3.1. Signature Strategies

Signature Strategies are a small number of high impact strategies. Each strategy is designed to support schools in moving learning forward and to support the development of the Annual School Improvement Plan (ASIP).

<https://elearn.ntschoools.net/school-improvement/set-goals/signature-strategies>

The strategies that specifically relate to this policy are:

- E3 Whole School Curriculum and Assessment
- E4 Whole School Data Plan
- E5 Whole School Instructional Model
- A2 Access to and use of data to target teaching
- A4 Assessment to support learning
- A5 Clarifying and Confirming
- R1 Triangulation of data
- R4 Targeted and Strategic Differentiation

10.3.2. National Quality Standard

All preschools are assessed and rated against all Quality Areas of the National Quality Standards. This policy requires that all NT Government preschools must specifically address Quality Area 1 Education program and practice within their QIP.

Quality Area 1 – Educational program and practice –

<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-1-educational-program-and-practice>

- Element 1.1 Program – The educational program enhances each child’s learning and development.
- Element 1.2 Practice – Educators facilitate and extend each child’s learning and development.
- Element 1.3 Assessment and planning – Educators and coordinators take a planned and reflective approach to implementing the program for each child.

10.3.3. Teacher Responsibilities Guide

The Teacher Responsibilities Guide (TRG) outlines expectations and a shared understanding of teacher workload allocation and management for employees in Northern Territory Government schools, covered by the Northern Territory Public Sector Teachers and Assistant Teachers’ 2021-2024 Enterprise Agreement (the Enterprise Agreement). The TRG clarifies teacher responsibilities and the way in which they work with teaching colleagues. The TRG aims to help teachers meet the needs of students, work with parents or caregivers and other staff, and liaise with the public.

Teachers in the Northern Territory must be able to teach in accordance with the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers as approved by the TRB NT.

11. Definitions

| Term | Definition |
|---|--|
| ABLES | A curriculum assessment and reporting suite for learners with disability. ABLES enables learners to be assessed on the basis of their abilities, not their disability, and provides teachers with explicit guidance material and resources to assist them to effectively plan for and teach learners based on their individual learning needs. |
| Accredited training | Also known as nationally recognised training is training that leads to a formal qualification and aligns with an AQF level such as a certificate, diploma or advanced diploma. |
| Adjustment | A measure or action that assists the student with disability to participate in their education on the same basis as a student without a disability and includes an aid, facility or service that the student requires because of their disability. |
| A-E | Used by educators to determine a learner's achievement using A, B, C, D or E or an equivalent 5-point scale against national standards. |
| Approved learning frameworks | The EYLF and the Framework for School Age Care and include the vision, principles, practices and learning outcomes that guide educational leaders and educators in their curriculum decision-making, and assist them in planning, delivering and evaluating quality programs in early and middle childhood settings. |
| Assessment | The process of gathering and interpreting information from a range of evidence to make judgements about learners' knowledge, skills and understandings. Assessment evidence aligned to appropriate standards provides the basis for learner feedback, reporting and the design of further learning. |
| Australian Aboriginal language | May include a traditional language, creoles or Kriol and related varieties, or Aboriginal English. |
| Australian Curriculum | A developmental sequence of learning from Foundation to Year 10 and describes for educators, parents, learners and others in the wider community what is to be taught and the quality of learning expected of young people as they progress through school. |
| Curriculum | A standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. |
| Diversity | Encompasses the different social, cultural, community and family backgrounds of learners and includes the wide range of physical, cognitive, sensory and social-emotional abilities. Some students will be in one or more diversity groups and their intersectional needs must be considered and catered for. |
| Early childhood education and care programs | Programs delivered by NT Government schools including preschool and Families as First Teachers. |
| EYLF | Outlines expectations about 5 learning outcomes for all children's learning from birth through to the Transition year level. The EYLF involves interactive decision making by children, parents and families, educators and the broader community with |

| Term | Definition |
|----------------------------------|--|
| | the aim of fostering children's learning. Curriculum decision making is guided by a combination of principles, practices and outcomes to promote children's learning. |
| Education Adjustment Plan | A plan co-developed by the educator, learner and family for learners with a disability or with additional needs. The EAP documents strategies, adjustments, interventions and other supports that will be provided to address the learner's complex needs and those identified in ABLES. |
| Education and care service | Any service providing or intending to provide education and care on a regular basis to children under 13 years of age. For the purpose of this policy, education and care services include Outside School Hours Care, regardless of the provider or person with management control, family day care, long day care, and preschools, and are referred to as approved services. |
| Educators | Everyone in schools and early childhood education and care programs involved in the education of children and young people, including teachers, trainers, assistant teachers and home language officers. |
| EAL/D | A term used to describe those students whose home language is a language or dialect other than SAE and who require additional support to develop proficiency in SAE, which is the variety of spoken and written English used formally in Australian schools. |
| Indigenous Languages and Culture | A program offered by schools in an Australian Aboriginal language. |
| Learners | A person enrolled in a school or early childhood education and care program. |
| NQF | A regulatory system agreed to by all Australian governments to improve quality and drive continuous improvement in early childhood education and care services, including preschools. |
| National Quality Standards | The national benchmark that early childhood education and care services, including preschools, are assessed and rated against. |
| NT EAL/D Learning Progressions | Describe student behaviours typical of additional language acquisition and development to support teachers in determining EAL/D students' English proficiency levels. They describe the observable behaviours students demonstrate as they develop new skills and understandings across the four modes of listening, speaking, reading/viewing and writing in English. |
| NT preschool curriculum | Provides supplementary guidance to the 5 learning outcomes, principles and practices of the EYLF and supports the teaching of language, literacy and numeracy through play-based learning. |
| NTCET | The qualification that NT learners aim to achieve upon completing their senior secondary education. |
| On the same basis | A person with a disability is able to participate in courses or programs provided by an educational institution, and use the facilities and services provided by it, on the same basis as a student without a disability if the person has opportunities and choices in the courses or programs and in the use of the facilities and services that are comparable with those offered to other students without disabilities. |
| Parent | A child's father, mother or any other person who has parental responsibility for that child, including a person who is regarded as a parent of the child under Aboriginal or Torres Strait Islander customary law or tradition. The definition of a parent does not include a person standing in place of the parent on a temporary basis. |

| Term | Definition |
|-----------------------------------|--|
| Performance standards | Define the 5 levels of achievement from A-E. Each level of achievement describes knowledge, skills and understandings needed to demonstrate that level of learning. |
| QIP | A document created by an approved provider to help services self-assess their performance in delivering quality education and care and to plan future improvements. |
| Reasonable adjustment | Consideration is given to the interests of all parties in the design and delivery and the recipient of the adjustment. |
| Respectful relationship education | Supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours and teaches our children and young people how to build healthy relationships, resilience and confidence. |
| School | Everyone involved in the education and care of a learner including school leaders and decision makers, teaching and assistant teaching staff, wellbeing and professional staff, administrative staff and other staff employed by the NT Government who work in a school. |
| Senior secondary | Encompasses Year 10, 11 and 12. For Year 10 there are 2 curriculum frameworks that apply, the Australian Curriculum T-10 and the NTCET. |
| Universal Design for Learning | A planning framework that supports teachers to enable every student in every classroom to access the curriculum and optimise learning for all students. |
| VET | Competency based training that enables students to acquire workplace skills through nationally recognised training as part of an industry developed training package or accredited course. VET qualifications are recognised nationally and internationally and are recognised within the NTCET. |

| Acronyms | Full form |
|----------|---|
| 3a | Abecedarian Approach Australia |
| ABLES | Abilities Based Learning and Education Support |
| AQF | Australian Qualifications Framework |
| ASQ-TRAK | Ages and Stages Questionnaire – Talking about Raising Aboriginal Kids |
| CARC | Curriculum, assessment, reporting and certification birth to Year 12 policy |
| CFC | Children and Family Centre |
| DSE | <i>Disability Standards for Education 2005</i> |
| EAL/D | English as an Additional Language or Dialect |
| EAP | Educational Adjustment Plan |
| EYLF | Early Years Learning Framework |
| FaFT | Families as First Teachers |
| FELA | Foundations of Early Literacy Assessment |
| LAP | Learning and Assessment Plan |
| NAP | National Assessment Program |

| Acronyms | Full form |
|----------|--|
| 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 |
| PAT | Progressive Achievement Tests |
| QAC | Quality assurance cycle |
| QIP | Quality Improvement Plan |
| RTP | Reporting to parents |
| SACE | South Australian Certificate of Education |
| SAE | Standard Australian English |
| SAIS | Student Achievement Information System |
| T-10 | Transition to Year 10 |
| TRG | Teacher Responsibilities Guide |
| VET | Vocational education and training |

| | |
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|---------|-------------------|---|---|
| 1 | 27 October 2022 | Quality Teaching and Learning | First version |
| 2 | 14 September 2022 | Quality Standards and Regulation – Operational Policy | Administrative amendments to align roles and responsibilities to the structural alignment in effect from 1 July 2022, including NTG template and minor formatting |
| 3 | 28 June 2024 | Teaching and Learning Services | Major review to align to Australian Curriculum V9 and the review of the <i>Education Act 2015</i> |
| 4 | 12 September 2024 | Teaching and Learning Services | Minor changes to 6.4.2 (AC A-E grading) and 7.2 (alignment to SACE guidelines) |