Policy

Curriculum, pedagogy, assessment and reporting: early childhood services to year 12

Please note this policy is mandatory and all staff are required to adhere to the content.

Policy overview
This policy applies to all government schools and sites, and early childhood services and sites. It provides direction to educators and staff about what will be taught and how it will be taught, assessed and reported.

Scope
The policy provides direction to educators and staff working in government schools and early childhood services including preschools, occasional care, associated programs, children’s centres, rural care, integrated long day care services and family day care services, as well as education programs operating from support centres and units.
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1. Policy detail

This policy identifies the requirements that public education and care sites and services must meet in planning and implementing their curriculum, assessment and reporting practices.

Together with the department’s Standard of Educational Achievement (SEA), the policy outlines expectations for delivering curriculum to optimise the engagement, challenge, progress and achievement of learners from early childhood to year 12.

The policy is to be read in conjunction with the Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 guideline and the Reporting on Australian Curriculum in government schools reception – year 10 procedure.

The policy ensures consistency and compliance with the following government acts, regulations and associated documents:

- the Children’s Services Act 1985 (SA) and the Education and Early Childhood Services (Registration and Standards) Act 2011 (SA), and the Education and Care Services National Law Act 2010, the Education and Care Services National Regulations 2011 and the National Quality Standard
- Section 82 of the Education Act 1972 (SA) and the associated Education Regulations 2012 (SA) which give the Chief Executive authority to determine the curriculum used in government schools, and the Australian Education Regulation 2013 which establish the requirements for reporting to parents/carers on student progress and achievement
- the SACE Board of South Australia Act 1983 which sets out the key purposes and underpinning drivers of the work of the South Australian Certificate of Education (SACE) Board of South Australia and the SACE Board of South Australia Regulations 2008 which outline responsibility for the accreditation of subjects, the recognition of learning and the assessment of student learning that contribute to meeting the completion requirements of the SACE.

The Early Years Learning Framework (EYLF) is the mandated curriculum and pedagogical framework for early childhood services. Practice in government preschools is also directed by the Respect, Reflect, Relate (RRR) document and the Implementation guidelines for indicators of preschool numeracy and literacy in government preschools. In schools, the Australian Curriculum, the SACE, the Teaching for Effective Learning (TfEL) framework, educators’ knowledge of individual learners as required by the Australian Professional Standards for Teachers, the Australian Professional Standard for Principals and local educational priorities and targets are the reference points for designing quality teaching and learning programs.

The department’s SEA, which states all children and students progress and achieve at or above their year appropriate level, must be used by all government preschools and schools to monitor the educational progress and achievement of all learners against expected achievement targets.

1.1 Learner diversity

Learner populations are diverse. Educators must provide appropriately challenging and supportive curriculum, pedagogy, assessment and educational pathways for all learners to optimise their engagement, challenge, progress and achievement inclusive of:

- Aboriginal learners
- learners for whom English is an additional language or dialect (EALD)
- learners with disability
- learners in care (formerly under the guardianship of the Minister)
• gifted and talented learners who require significant adjustments to engage them in their learning. Refer to Attachment A for specific information about the above cohorts of learners.¹

A One Plan must be documented for the above cohorts of learners.

1.2 Curriculum

1.2.1 Early childhood services

Educators must plan, teach, assess and report children’s learning using the EYLF to meet the National Quality Standard.

Preschool services will also meet the requirements of the Child protection in schools, early childhood education and care policy by delivering the Keeping Safe: Child Protection Curriculum. The Indicators of preschool numeracy and literacy in government schools are mandated for use in all government preschool services.

Under the Education and Care Services National Regulations 2011 Part 4.1, Regulation 75, educators must display information about the content and operation of the educational program ensuring it is accessible to families/carers of children attending the service.

1.2.2 Reception to year 10

Educators must use all 3 dimensions of the Australian Curriculum, that is, the learning areas, general capabilities and cross-curriculum priorities, for planning and teaching.² Schools need to ensure that learners are given the opportunity to engage with and achieve in all 8 learning areas of the Australian Curriculum at relevant year levels.

In addition to the Australian Curriculum, schools can begin teaching SACE subjects in year 10, in particular the SACE Stage 1 Personal Learning Plan. Some gifted and talented learners may be accelerated into SACE subjects earlier than year 10.

Educators must also meet the requirements of the Child protection in schools, early childhood education and care policy by delivering the Keeping Safe: Child Protection Curriculum.

1.2.3 Years 11 and 12

All young people between the ages of 16 and 17 are required to participate in a full-time approved learning program, delivered through a school, university or registered training organisation, an apprenticeship or traineeship, or a combination of these, as stipulated in the Education Act 2007, (Part 6, 75).

Educators must adhere to SACE policies, procedures and guidelines relating to subjects and courses. In addition, educators must also meet the requirements of the Child protection in schools, early childhood education and care policy by delivering the Keeping Safe: Child Protection Curriculum.

Teachers have a professional responsibility to document their selection and sequencing of learning experiences and assessment tasks reflecting the requirements of the curriculum and the diversity of student learning needs in their classes.³

¹ Refer to the Flexible learning option (FLO) enrolment policy for requirements in relation to Flexible Learning Option (FLO) enrolled students.
² Refer to the Provision of preschool services in rural communities policy for requirements in relation to a preschool program in a junior primary class.
³ Department family day care services use My Time, Our Place (MTOP) to develop curriculum/programs for school-age learners.
1.3 Pedagogy

1.3.1 Early childhood services

Educators must use the principles, practices and outcomes of the EYLF when developing teaching and learning activities. In all services providing care for children over preschool age, the RRR resource is to be used by educators to critically reflect on their practice.

1.3.2 Reception to year 10

Educators are required to use the TfEL framework to inform how they teach the required curriculum and to be inclusive of the diversity of learners. The focus must be on improving the engagement, intellectual challenge, progress and achievement of all learners.

R–7 teachers are required to meet guaranteed minimum teaching times for English/literacy, mathematics/numeracy and science according to the following table:

<table>
<thead>
<tr>
<th></th>
<th>R–7</th>
<th>4–7</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/literacy</td>
<td>300 minutes / 5 hours per week</td>
<td>120 minutes / 2 hours per week</td>
</tr>
<tr>
<td>Mathematics/numeracy</td>
<td>300 minutes / 5 hours per week</td>
<td>120 minutes / 2 hours per week</td>
</tr>
<tr>
<td>Science</td>
<td>90 minutes / 1½ hours per week</td>
<td>120 minutes / 2 hours per week</td>
</tr>
</tbody>
</table>

1.3.3 Years 11 and 12

Educators are required to use the TfEL framework to inform how they teach the required curriculum and to be inclusive of the diversity of learners. Educators’ focus must be on designing learning that improves the engagement, intellectual challenge, progress and achievement of all learners.

1.4 Assessment

1.4.1 Early childhood services

Assessment practices must be informed by the principles, practices and outcomes of the EYLF. Preschool teachers are required to use the Indicators of preschool numeracy and literacy to inform their planning and teaching, to monitor children’s numeracy and literacy development, and to inform the Statement of Learning for discussion with and reporting to families/carers.

Under the Education and Care Services National Regulations 2011 Part 4.1, Regulation 74 (1) educators must ensure that assessments of each child’s needs, participation, wellbeing and progress are documented.

1.4.2 Reception to year 10

Educators will assess and report on learners’ progress and achievement using a balanced range of evidence collected against the Australian Curriculum achievement standards.

Educators are expected to collaboratively moderate to ensure both consistency of judgements about learners’ achievement and high quality learning outcomes.

Educators are also required to administer prescribed national assessments within the National Assessment Program (NAP):

- Literacy and Numeracy (NAPLAN) in Years 3, 5, 7 and 9
- the cyclical 3-year program of sample assessment in Science, Civics and Citizenship and Information and Communication Technology (ICT) in Years 6 and 10 (applies only to those schools selected as sample schools).
In addition, educators are required to administer Progressive Achievement Tests (PAT), Running Records and the Phonics Screening Check as outlined below.

**Progressive Achievement Tests**

Learners in years 3 to 10 are required to annually undertake the online PAT Reading comprehension (PAT-R) and Maths (PAT-M) tests during weeks 7 to 10 of term 3. Educators are expected to use the PAT results to inform teaching and learning and to monitor progress.

**Running Records**

Reception, year 1 and year 2 learners’ oral reading of unseen text is assessed using Running Records. Running Records data is to be collected between weeks 7 to 10 of term 3 and all data for year 1 and year 2 learners is to be entered into EDSAS by the end of term 3. Sites with Aboriginal learners in reception who have Aboriginal Programs Assistance Scheme (APAS) funding must record their Running Record levels to be accountable for continued funding.

**Phonics Screening Check**

Year 1 teachers are required to administer the Phonics Screening Check during weeks 3 to 6 of term 3. The score each year 1 student gained is to be inserted into EDSAS by the end of week 7 of term 3.

1.4.3 Years 11 and 12

Schools must follow SACE policies, procedures and guidelines relating to assessment and moderation.

1.5 Reporting

1.5.1 Early childhood services

Documentation about each child’s learning program and progress must be available in an accessible format and a variety of processes used that respond to the diversity of families and children.

In all government preschools and government-funded preschools a Statement of Learning must be provided to the families/carers and to the school that the child will attend, on completion of the child’s eligible preschool year.

1.5.2 Reception to year 10

All educators reception to year 10 must report formally twice per year, in writing, to learners and their parents/carers about the learner’s progress and achievement in relation to the Australian Curriculum achievement standards for all learning areas using the grades A-E or word equivalents.

In addition schools are expected to provide descriptive reporting about the learner’s engagement and achievement, about what they have learnt, what they need to learn next, and how the teacher, student and parent can support these next steps to happen. Schools can choose the mode in which they provide descriptive reporting to parents/carers that is most appropriate to their context.

There is no requirement for schools to assign A–E grades or word equivalents for reporting on learners in the reception year. Further information is available in the Reporting on Australian Curriculum in government schools reception to year 10 procedure.

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4 The legal guardian of a child in out-of-home care is the Chief Executive of the Department for Child Protection (DCP), who is represented by the DCP case worker allocated to the child. This person is the formal guardian and required to sign all official documents and is responsible for the enrolment of the child. The daily caregiver of a child in care is known as ‘the carer’. This could be an actual person eg a foster carer or a kinship carer, or a group of people eg residential care workers. Both of these ‘parents’ require formal correspondence including reports and learning plans from preschool and school.
1.5.3 Years 11 and 12

It is expected that the progress and achievement of senior secondary learners are reported in writing to learners and their parents/carers a minimum of twice per year. Those learners who have successfully completed all the requirements of the SACE are provided with the qualification.

Registered Training Organisations are required to provide a Certificate of Completion and Record of Achievement for each student who successfully completes a qualification.

Schools are responsible for reporting school-assessed SACE and vocational education and training (VET) results to the SACE Board through SACE Schools Online. The department website on senior secondary reporting also provides information about requirements for years 11 and 12.

1.6 Alternative curriculum frameworks

Schools that have been given approval to use alternative curriculum frameworks must ensure the following points are addressed.

- The alternative curriculum frameworks, such as the International Baccalaureate (IB), Montessori and Steiner curriculum frameworks, have been formally recognised as meeting the requirements of the Australian Curriculum by the Australian Curriculum, Assessment and Reporting Authority (ACARA) Alternative Curriculum Recognition Committee.

- Student progress and achievement are reported to parents/carers twice a year using A-E grades or word equivalents in relation to the Australian Curriculum achievement standards, or using the approved assessment and reporting requirements of the alternative curriculum framework.

In early childhood services, under Section 323 of the Education and Care Services National Law Act 2010, an alternative curriculum, ie other than the EYLF, would need to be approved by the Ministerial Council before it could be used.

2. Roles and responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Authority/responsibility for</th>
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</thead>
<tbody>
<tr>
<td>Department for Education</td>
<td>Leading and managing South Australia’s public education system and curriculum in government early childhood services, schools, education centres and units. Providing advice and support to leaders and educators to advance quality teaching and learning and successful post-school pathways for every child and young person.</td>
</tr>
<tr>
<td>Principals/directors/leaders</td>
<td>Developing and implementing plans and processes to meet the requirements of this policy at their site/service. Developing the capacity of educators to plan, implement and evaluate quality teaching and learning programs that maximise every child and young person’s wellbeing, engagement, intellectual challenge, progress and achievement. Creating and maintaining a safe, inclusive and positive learning environment. Complying with responsibilities outlined in the Information management policy.</td>
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</tbody>
</table>
Educators

Complying with the obligations outlined in this policy.
Using the curriculum to design and teach learning programs that engage, challenge and improve the achievement of every learner.
Assessing learning to inform the design of teaching and learning programs, to monitor learners’ progress and to provide timely feedback to learners about their achievements.
Working collaboratively with other educators, learners, families/carers and communities.
Engaging in ongoing professional learning that contributes to improving the progress and achievement of all learners.
Complying with responsibilities outlined in the Information management policy.

3. Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>The process of gathering and interpreting information from a range of evidence to make judgements about learners’ knowledge, skills and understandings. Assessment information provides the basis for learner feedback, reporting and the design of further learning.</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>Defines the common and core set of knowledge and skills that are required both for life-long learning and active and informed citizenship. A developmental sequence of learning from R-10 that describes to teachers, parents/carers, students and the wider community what is to be taught and the quality of learning expected of learners as they progress through school.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Is the teaching and learning program planned and delivered to children and young people and referenced to the required framework. It should take account of decision making by early childhood services/schools of local priorities to ensure learner progress. Describes the core knowledge, understanding, skills and capabilities children and young people can expect to learn as they progress through education. Acknowledges the diversity of starting points that learners bring to their learning, and is informed by interactions with learners.</td>
</tr>
<tr>
<td>Early Years Learning Framework (EYLF)</td>
<td>Outlines expectations about 5 learning outcomes for all children’s learning from birth through to transition to school. Involves interactive decision making by children, parents and families, educators and the broader community with 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.</td>
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January 2019

(EYLF, p. 10).

<table>
<thead>
<tr>
<th><strong>My Time, Our Place</strong> (MTOP)</th>
<th>A framework for school-age care services in Australia to assist educators to develop curriculum/programs for school-age learners.</th>
</tr>
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<tbody>
<tr>
<td>Pedagogy</td>
<td>What a teacher does and how they do it to encourage learning in children and young people, guided by the EYLF and TfEL frameworks.</td>
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<tr>
<td>Reporting</td>
<td>Communicating learners' progress and achievement, areas of strength and areas for improvement.</td>
</tr>
<tr>
<td><strong>Reflect Respect Relate</strong> (RRR)</td>
<td>Resource designed to motivate critical reflection as early childhood educators plan, support and monitor children's learning.</td>
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<tr>
<td><strong>South Australian Certificate of Education</strong> (SACE)</td>
<td>The qualification that South Australian learners aim to achieve upon completing their senior secondary education.</td>
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## Attachments

**Attachment A:** Learner diversity

### SUPPORTING INFORMATION

<table>
<thead>
<tr>
<th>Published</th>
<th>January 2019</th>
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This document should be read in association with the following documents.

- Educators’ Guide to the Early Years Learning Framework for Australia
- Guide to the National Quality Standard
- Melbourne Declaration on the Educational Goals for Young Australians
- SACE assessment and moderation policies
- SACE special provisions in curriculum and assessment policy

### Related legislation

- Australian Education Regulations 2013
- Children and Young People (Safety) Act 2017 (SA)
- Children’s Services Act 1985 (SA)
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Education Act 1972 (SA)
- Education and Care Services National Law Act 2010 and Education and Care Services National Regulations 2011
- Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)
- Education (Compulsory Education Age) Amendment Act 2007
- Education Regulations 2012 (SA)
SACE Board of South Australia Act 1983
SACE Board of South Australia Regulations 2008

Related policy documents

Aboriginal Programs Assistance Scheme
Australian Curriculum
Australian Professional Standard for Principals
Australian Professional Standards for Teachers
Child protection in schools, early childhood education and care policy
Children and students with disability policy
Children and young people in care under the guardianship of the Chief Executive, Department for Child Protection
Curriculum, Pedagogy, Assessment and Reporting: Early Childhood Services to Year 12 guideline
Early Years Learning Framework
External school review framework
Flexible Learning Option (FLO) enrolment policy
Implementation guidelines for indicators of preschool numeracy and literacy in government preschools
Improvement and accountability policy
Information management policy
Keeping Safe: Child Protection Curriculum
My Time, Our Place
National Aboriginal and Torres Strait Islander Education Strategy
National Assessment Program
National Quality Standard
On the same basis: Implementing the Disability Standards for Education
One Plan
Phonics Screening Check
Phonics Screening Check administration guide
Progressive Achievement Tests
Provision of preschool services in rural communities policy
Reflect Respect Relate
Reporting on Australian Curriculum in government schools reception to out-of-home care year 10 procedure
Running Records
SACE Stage 1 Personal Learning Plan
South Australian Certificate of Education
Standard of Educational Achievement
Teaching for Effective Learning
Protective practices for staff in their interactions with children and young people
Vocational Education and Training (VET) for schools policy
Wellbeing for Learning and Life framework

Keywords
Curriculum, pedagogy, assessment, reporting
# REVISION RECORD

<table>
<thead>
<tr>
<th>Version</th>
<th>Approved by</th>
<th>Approved date</th>
<th>Review date</th>
<th>Amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td>v1.0</td>
<td>Chief Operating Officer</td>
<td>22/01/2019</td>
<td>31/12/2021</td>
<td>New document replaces the Implementation of the Australian Curriculum in DECD Schools Reception – Year 10 Guideline; Assessment for Learning in DECD Early Childhood Services policy and the Gifted and Talented Children and Students policy.</td>
</tr>
</tbody>
</table>
Learner diversity

Aboriginal learners

The National Aboriginal and Torres Strait Islander Education Strategy provides the overarching framework that must guide the education of all Aboriginal children and young people from birth through to further education and employment pathways.

Educators are expected to use the curriculum and pedagogical frameworks referenced in this policy to design teaching and learning programs that are inclusive of and set high expectations for Aboriginal children and young people.

A One Plan must be developed with explicit learning goals, used purposefully to improve the learning outcomes of all Aboriginal learners and reviewed at least annually.

The South Australian Aboriginal Education Strategy 2019-2029, provides the vision and principles the department expects to be adopted and adhered to in the teaching and development of Aboriginal children and young people.

Learners for whom English is an additional language or dialect (EALD)

Educators of EALD learners are expected to:

- use the curriculum to intentionally design and implement teaching programs that support EALD learners develop their knowledge and use of the English language, understanding of Australian society and the learning practices required for schooling that other learners may have already acquired
- work collaboratively with EALD specialists and bilingual staff to deepen their understanding of their EALD learners’ strengths and educational needs.

EALD specialists in mainstream settings and those working with new arrivals who are learning English must use data and their expert understanding of the English language and the cultural and English demands of the curriculum to inform programming, monitoring and reporting on EALD learner progress and to prioritise support for EALD learners. Refer to the Language and Literacy Levels across the Australian Curriculum: EALD Students to inform programming and planning.

Learners with disability

Educators are expected to use effective teaching strategies and/or make adjustments to maximise the engagement and expected achievement of learners with disability. An inclusive and personalised learning program that meets the requirements of the EYLF, the Australian Curriculum or the SACE (including the Modified SACE) and the goals of the learner’s One Plan must be developed. The plan must be documented and intentionally used for all learners with disability and reviewed annually or as needed. Learning programs must acknowledge the capacity and capabilities of the learners with disability and incorporate reasonable adjustments to teaching, learning and assessment strategies and the learning environment as necessary to ensure their access and participation on the same basis as their non-disabled peers.

Programs must be in line with legislation including the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. Refer to the Children and students with disability policy and On the same basis: Implementing the Disability Standards for Education for more information and guidance.
Learners in care (formerly under the guardianship of the Minister)

Children and young people in care (under guardianship) have been removed from their family by the Youth Court and placed in the care of the state. Educators have a responsibility to provide inclusive and supportive learning environments and opportunities for children in out-of-home care to meet their educational potential.

Educators are expected to use the curriculum and pedagogical frameworks referenced in the policy and guideline to design teaching and learning programs that take account of issues affecting their wellbeing which are often complex. Successful engagement and achievement for these learners is dependent on carefully coordinated and communicated actions with all key people involved. Educators must actively engage with interagency efforts to ensure the progress, achievement and wellbeing of these learners.

Learners in out-of-home care must be enrolled by their Department for Child Protection case worker in conjunction with the Team Manager of Student Support Services (Department for Education). A One Plan must be collaboratively developed within one month of enrolment and reviewed annually, or as circumstances change. Refer to the Children and young people in care under the guardianship of the Chief Executive, Department for Child Protection for more information and resources.

Gifted and talented learners

Educators must ensure that gifted and talented learners participate in appropriately engaging and challenging learning activities that foster wellbeing and the achievement of learning outcomes that are consistent with their abilities. This will lessen the significant risk of these learners underachieving and/or not completing secondary education.

Curriculum differentiation for gifted and talented learners must consider:

- extension beyond the year level curriculum and achievement standards and pursuing studies at greater breadth, depth and complexity
- enrichment through co-curricular programs and working with intellectual peers
- acceleration into any level of education, flexibility in timetabling, year-level acceleration and tertiary pathways.

For gifted and talented learners whose abilities require significant adjustments to engage them in their learning, schools are expected to negotiate and document a One Plan collaboratively with the learner, parents/carers and other relevant professionals, and review the plan at least once a year.