

Curriculum, assessment, and reporting

In Australia, teachers play a pivotal role in the development and implementation of the curriculum, ensuring it meets the diverse needs of their students. They design and conduct assessments to gauge student understanding and progress, using the results to inform their teaching strategies. Additionally, teachers are responsible for reporting student achievements to parents and carers, providing clear and constructive feedback to support ongoing learning and development.

Curriculum

The [Australian Curriculum](#) is presented as a progression of learning from Foundation to Year 10. It clearly articulates to teachers, parents, students, and the wider community what is to be taught, as well as the quality of learning expected of young people as they progress through school.

The Australian Curriculum can be used flexibly by schools, according to jurisdictional and system policies, to develop programs that meet the educational needs of their students and that extend and challenge them. Schools implement the Australian Curriculum in ways that value teachers' professional knowledge, reflect local contexts and consider individual students' family, cultural and community backgrounds.

The Australian Professional Standards for Teachers expect that teachers demonstrate knowledge and understanding of the concepts, substance, and structure of the curriculum content. This is in addition to teaching strategies appropriate to the subject area to enable engaging learning activities and programs.



Australian Curriculum, Assessment and Reporting Authority

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent statutory authority and are an authoritative source of advice on the national curriculum, assessment. For further information and resources on the Australian Curriculum click [here](#).

Assess, provide feedback and report on student learning

Teachers are expected to use curriculum, assessment, and reporting knowledge to design learning sequences and lesson plans. Australian teachers actively use student data and evidence of their learning to develop lessons that are specific to individual student learning needs.

Australian teachers must demonstrate an understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning. These different types of assessments are crucial to providing appropriate feedback to students.

Providing timely and appropriate feedback to students about their learning is a critical component of the role of the teacher to improve student outcomes. Frequent, targeted feedback to students based on their work is one of the important types of feedback. As part of providing feedback, more formal reporting is undertaken by teachers and shared with parents and carers. Proficient teachers establish a range of strategies for reporting and ensure the keeping of accurate and reliable records of student achievement.

Australian teachers must understand assessment moderation and its application to support consistent and comparable judgements of student learning. Rich collaboration with your teaching team colleagues and discussion around data will lead to the modification of lesson plans and reviews to enhance student learning and the development of your practice. As part of those professional discussions, teachers must demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practices.

Curriculum, assessment and reporting in your state or territory

State and territory curriculum and school authorities are responsible for the implementation of the Australian Curriculum in their schools, in line with system and jurisdictional policies and requirements. To find out how the Australian Curriculum is utilised in the state or territory you work in click on the relevant link below.

<u>Victoria</u>	<u>Tasmania</u>
<u>South Australia</u>	<u>Northern Territory</u>
<u>Australian Capital Territory</u>	<u>New South Wales</u>
<u>Queensland</u>	<u>Western Australia</u>

Reflection questions

The reflection questions below can be used as a guide to support you in knowing about curriculum, assessment, and reporting at your school:

- Will you use the Australian Curriculum or your state or territory curriculum to create lessons?
- Will you refer solely to the relevant curriculum website in your state or territory for lesson planning, or use school-adapted curriculum documentation?
- How many hours per school week are devoted to the study of each area of the curriculum (for example, mathematics, reading and writing)?
- What resources does your school have to deliver the curriculum and create lesson plans?
- How do you provide students with feedback at your school? Does your school have a feedback policy or reporting guidelines?
- What is your school's assessment calendar or schedule?
- What online assessment platforms does your school have access to?
- What major school or department tests do you need to be aware of? Note: The National Assessment Program – Literacy and Numeracy (NAPLAN) is mandatory for all schools to participate in, which occurs for Years 3, 5, 7, and 9.
- How are tests delivered in your school? Is there anyone to support with testing or train you in delivering them?
- Who are your team members, and when will you meet to discuss student data and moderate assessments?
- How do you work with team members to create lessons based on student data effectively?
- Does your school have a required way of storing student data?
- When will parents and carers receive formal reports on student progress?
- Will there be an allocated time, such as a conference, to meet with parents and carers and discuss their child's progress?

