

South Australian Curriculum, Standards and Accountability  
F R A M E W O R K

# Curriculum **Accountability**

Birth to Year 12

FUTURES

IDENTITY

INTERDEPENDENCE

THINKING

COMMUNICATION

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# Introduction



## Purpose

This document defines Curriculum Accountability and describes the professional responsibility of all those who work in schools and preschools, as they implement the South Australian Curriculum, Standards and Accountability (SACSA) Framework. This document also describes:

- four dimensions of curriculum accountability
- related responsibilities of educators, site leaders and state office personnel.

## Definition

Curriculum Accountability is defined as the professional responsibility of educators, site leaders and state office personnel to:

- provide a comprehensive account of the progress and achievement of learners as described in the SACSA Framework
- explicitly account for the steps taken to improve the level of achievement within the Outcomes and Curriculum Standards.

This professional responsibility is addressed through the four dimensions of Curriculum Accountability.

1. Constructing a curriculum based on the SACSA Framework, which is responsive to a diversity of learners.
2. Providing ongoing feedback to learners based on a range of assessment strategies.
3. Implementing intervention and support programs based on an analysis of learner achievement data.
4. Reporting the Outcomes and Curriculum Standards achieved to learners, parents and caregivers and the community.

## Policy context

### *Mission*

The Department of Education, Training and Employment (DETE) has as its mission ‘to provide high quality services within an integrated, responsive and supportive learning organisation, which strives for continuous improvement in service and performance’. The DETE Strategic Plan, which focuses resources in order to achieve our mission, makes a clear commitment to raising standards and providing quality education and care. The department is committed to working in partnership with local communities to provide all learners with an equal opportunity to develop skills, knowledge and understandings for participation in society.

### *Framework for Quality Improvement and Accountability (FQIA)*

The FQIA is the broad policy base for all DETE sites and services. It provides the guiding principles, structures, and processes within which DETE sites and services achieve and sustain high quality service delivery. The FQIA emphasises a continuous improvement cycle which requires sites to plan, implement, monitor performance, report outcomes and undergo a triennial external review.

### *Partnerships 21*

Partnerships 21, South Australia’s model for local management, focuses on community partnerships, resource flexibility, local decision-making and local accountability to support quality learning. Through effective partnerships between staff and the governing council, Partnerships 21 sites develop the Partnership Plan, which makes explicit the site’s priorities for improvement and details performance indicators and targets to focus action.

### *Accounting for learning*

The Curriculum Accountability statement works in conjunction with the FQIA and agreements detailed in Partnership Plans or Statements of Purpose. For schools and preschools the SACSA Framework is the means by which educators from early childhood to the end of secondary schooling can account for the Outcomes and Curriculum Standards achieved as a result of the teaching, learning and support programs implemented. Schools and preschools are therefore accountable for documenting the Outcomes and Curriculum Standards achieved by learners and describing their actions to support the progress of all learners.

# Standards and Curriculum Accountability



## Standards-referenced framework

The SACSA Framework is a standards-referenced framework which describes the curriculum expected for all learners. It is the framework from which educators from early childhood to the end of secondary schooling construct learning programs, assess progress and report on the standards achieved. The SACSA Framework provides the context in which educators, site leaders and state office personnel plan, monitor, allocate resources, take appropriate action and account for the quality of learning programs. The Key Ideas and Outcomes comprise the SACSA Framework upon which all learners in DETE sites and services can expect their education to be constructed.

The SACSA Framework contains 'standards' constructed in three different, yet complementary ways; that is, Developmental Learning Outcomes, Curriculum Standards 1–5 and Year 12 Standards. The essence of Curriculum Accountability is the construction of learning programs and reporting of learner achievement on the basis of these Standards.

## Developmental Learning Outcomes

Educators within the Birth–Age 5 range of the Early Years Band use the Curriculum Scope and Developmental Learning Outcomes as a central part of their engagement with children and as the basis of planning for and reporting achievement.

## Curriculum Standards 1–5

In the R–10 years of schooling the SACSA Framework is organised around eight Learning Areas interwoven with the five Essential Learnings, Equity Cross-curriculum Perspectives and Enterprise and Vocational Education. For each Learning Area there are Curriculum Standards comprising a series of expected Outcomes. The SACSA Framework contains five curriculum standards, which are placed at two-year intervals and aligned with years of schooling (ie at Years 2, 4, 6, 8, 10). These Curriculum Standards are performance milestones that depict what we would reasonably expect of learners along a continuum of ever-improving performance. They represent fixed and common points of reference for describing the progress of learners. Teachers assign achievement of the Curriculum Standard for a Learning Area when a learner demonstrates achievement of all Outcomes comprising that Standard.

## Year 12 Standards

In the Senior Years Band, educators use curriculum Standard 5 (Year 10) in the same way as those in the Primary and Middle Years Bands. For Years 11 and 12, Year 12 Standards comprise the Essential Learnings capabilities demonstrated along with standards from externally developed curricula (eg South Australian Certificate of Education, Vocational Education and Training). Teachers assess and report according to the requirements of these external curricula. They also ensure that the Essential Learnings continue to be developed throughout the Senior Years.

## English as a Second Language (ESL) learners

ESL learners are undertaking the additional task of English language learning and so may not achieve at the Standard expected of them at given stages of schooling. In order to account for the progress of ESL learners, the ESL Scope and Scales describe the English language learning required for learners to become confident and competent users of English in social and academic situations. The ESL Scales relate explicitly to the Curriculum Standards and articulate directly with the English Learning Area. Demonstration of the Outcomes for a particular Scale indicates achievement of the language skills appropriate to a particular year level.

## Learners with disabilities

For learners with disabilities, including those with a severe intellectual disability and/or severe multiple disabilities, particular intervention and support is provided to ensure their achievement against the Outcomes. This may include the provision of accommodations, such as signing or magnification devices. Where children and students with disabilities may not be able to achieve all Standards across the Learning Areas, they will continue to work towards individual goals identified through the negotiated curriculum planning (NCP) process. These goals, developed within the SACSA Framework, form the basis for individual learning and support programs. Educators regularly confirm learners' progress and achievement of these goals, as well as Standards achieved.

# Learner achievement data



Curriculum Accountability is demonstrated through the construction of curriculum responsive to a diversity of learners, regular assessment of learners' performance, implementation of intervention and support strategies, and reporting of achievements. The link between these four dimensions is learner achievement data.

## Definition

Learner achievement data include all data collected which provide information to educators about learners and their achievements. Qualitative and quantitative learner achievement data enable educators to monitor progress against the Standards detailed in the Framework, plan appropriate programs to extend learners' achievement and gauge the impact of support strategies. The data provide an important means by which learners, families and educators can engage in conversations about achievement and future plans. Learner achievement data form an essential tool to support and monitor the progress of individuals and groups of learners and to set targets for improvement.

## Sources of data

These data are generated through the Developmental Learning Outcomes and Curriculum Standards provided in the SACSA Framework, the English as a second language (ESL) Scales, the Basic Skills Tests and Writing Assessment Program, School Entry Assessment, the Key Competencies, the South Australian Certificate of Education (SACE), the Writing Based Literacy Assessment (WBLA) and Vocational Education and Training (VET) data, as well as other appropriate means devised at the local level. In their various contexts, these data sets enable staff at sites and in the state office to monitor and confirm the success of programs over time.

## Joint responsibilities

While educators have a direct impact on the Standards achieved by learners, Curriculum Accountability is the joint responsibility of educators, site leaders and state office personnel. Teamwork and a constructive and appropriate sharing of information and approaches between educators, site leaders and state office personnel maximise the educational achievements of all

learners. The use of learner achievement information will be guided by protocols to ensure it is used appropriately. Educators can best account for the progress of learners through sharing the responsibility with their colleagues. Site leaders have a central role in leading the actions, within the SACSA Framework and through the Framework for Quality Improvement and Accountability (FQIA), in establishing site priorities and targets to address and improve the learning needs of their communities.

Educators and site leaders have a working partnership with state office personnel whereby they share information about the achievement of learners across the state. Learner achievement data are aggregated and relayed to schools for use in planning, monitoring and evaluating programs. Sites also use state-wide and like-schools data to gauge the relative progress of groups of learners.

# Key roles and responsibilities

## Dimensions of Curriculum Accountability

Curriculum Accountability is the joint responsibility of educators, site leaders and state office personnel. The partnerships between educators, site leaders and state office personnel and the broader interrelationships with district offices and school and governing councils are illustrated below. At the core of the relationships are the four dimensions of Curriculum Accountability; that is, constructing curriculum, assessing learner progress, implementing intervention and support programs and reporting the Outcomes and Standards achieved.

### ***1. Constructing a curriculum based on the SACSA Framework which is responsive to a diversity of learners***

All learners can expect to participate in the construction of a planned learning and teaching program, based on the SACSA Framework, which responds to their needs, interests, prior experiences and achievements. The SACSA Framework describes the Curriculum Scope and Standards which form the basis of programs for all learners. Decisions about how to construct programs and set learning targets are made at the site level. Constructing curriculum at the site level takes account of state-wide policy requirements as well as locally determined priorities and targets developed in response to information gathered about the specific achievements and needs of learners and groups of learners.

To construct a responsive curriculum, educators:

- develop their knowledge of learners, families and communities to select appropriate and flexible methodologies to accommodate diverse learning styles and learner backgrounds
- plan and program learning experiences based on the SACSA Framework, identified site priorities and performance targets
- actively engage learners in the construction of learning experiences
- set goals based on individual needs to assist learners to progress through the Outcomes towards the next Standard
- use learner achievement data to construct teaching and learning programs.

To contribute to the construction of a responsive curriculum, site leaders:

- ensure programs include all Learning Areas and are delivered in an appropriate manner to address local and systemic requirements
- plan professional development processes to support their work and the work of educators
- plan for collaboration and professional dialogue between educators

- work with the governing council (P21) and/or council/management committee and the district superintendent to set priorities, performance indicators and targets on the basis of learner achievement data
- ensure that priorities and targets form part of the context for educators' planning and programming
- structure performance management processes with educators and the district superintendent to include learning targets.

To support the work of educators and site leaders, state office personnel:

- set system-wide directions and policies as part of the context for local planning
- process Curriculum Standards data to monitor state-wide trends and provide a context for site planning and resource and support provision
- monitor, evaluate and update the SACSA Framework as a vehicle for curriculum planning, delivery and accountability
- oversee external review of sites and through the district superintendent ensure that recommendations are enacted.

## ***2. Providing ongoing assessment and feedback to learners, based on a range of assessment strategies***

All learners can expect to participate in monitoring the progress of their learning. Regular feedback, both formal and informal, ensures that learners and their families are clear about the Developmental Learning Outcomes and Curriculum Standards that have been achieved and their progress through the Outcomes towards the next Standard.

To provide ongoing assessment and feedback to learners, educators:

- negotiate the criteria by which learners can successfully demonstrate Outcomes
- use a range of negotiated and inclusive assessment methods
- continuously gather evidence of learner achievement in relation to the Developmental Learning Outcomes and Curriculum Standards and provide regular feedback to learners and their families
- assist learners to evaluate and discuss their progress
- actively engage with colleagues to ensure the consistency of their judgments of learners' achievements
- regularly record evidence of learner achievement.

To contribute to ongoing assessment and feedback to learners, site leaders:

- regularly analyse and manage the recording of data to measure progress towards learning targets detailed in the statement of purpose/partnership plan
- set, monitor and evaluate learning targets in conjunction with the district superintendent
- develop, implement and monitor site assessment policies and practices that reflect the SACSA Framework
- include learner achievement data as part of performance management discussions
- ensure that educators work together to moderate and enhance the consistency of their judgments about learner achievement
- use learner achievement data as a basis for site self-assessment (refer to FQIA).

To support the work of educators and site leaders, state office personnel:

- develop materials to support educators in ensuring the consistency of their judgments
- through the performance management policy set a context in which educators and site leaders improve their performance
- provide support for site and systemic data collection and analysis
- set learner achievement targets on the basis of state-wide data
- develop and publish assessment guidelines in line with the SACSA Framework
- provide material to support development of assessment practices in line with the SACSA Framework
- through the district superintendent monitor learning targets and data collection and analysis processes
- through the district superintendent provide strategic support to site leaders in site self-assessment and review and reform processes.

### ***3. Implementing intervention and support programs based on an analysis of learner achievement data***

All learners can expect responsive and timely intervention and support programs to work towards achievement of Developmental Learning Outcomes and Curriculum Standards. Effective intervention and support programs rely on accurate information about learners' needs, progress and achievements. The gathering and analysis of learner achievement data forms the basis for sharing decisions about further learning. The data are used to monitor and refine learning and teaching programs in order to extend learners' achievements.

To implement intervention and support for learners, educators:

- analyse learner achievement data to inform planning and practice
- actively involve learners, their families and specialist personnel in the construction of intervention and support strategies
- monitor the effectiveness of these strategies and document progress and modifications
- identify learning targets associated with intervention and support strategies
- reflect critically on their practice based on learner achievement data.

To contribute to the implementation of intervention and support, site leaders:

- allocate resources to areas of greatest need as identified by learner achievement data
- facilitate the use of learner achievement data as a basis for intervention and support programs
- support staff development for the purpose of improving learners' achievements
- ensure effective management and coordination of intervention and support
- monitor the impact of strategies and make adjustments accordingly
- detail performance targets associated with intervention and support programs.

To support the work of educators and site leaders, state office personnel:

- provide support for identified groups
- provide an analysis of learner achievement data to show state-wide trends
- aggregate data in like-schools groupings to support further analysis by sites
- through the district superintendent monitor effectiveness of intervention and support programs.

#### **4. Reporting the Developmental Learning Outcomes and Curriculum Standards achieved to key stakeholders**

All learners can expect regular formal and informal reports on their progress, which include confirmation of the Developmental Learning Outcomes and the Curriculum Standards they have achieved. Learners can expect their achievements to form the basis for the construction of their ongoing learning program.

The Developmental Learning Outcomes and Curriculum Standards detailed in the SACSA Framework provide a common basis for describing learners' achievements. Learner achievement information must be valid and accurate so that learners, families and educators can rely upon it confidently.

To report on learners' achievements, educators:

- base judgments on evidence gathered over time and in a range of contexts
- use a range of negotiated and inclusive assessment practices
- report regularly, orally and in writing, to learners about their progress
- in preschools prepare a Summative Report which is provided to the child's family and, with its permission, passed on to the school
- report formally to learners and their families the Developmental Learning Outcomes and Outcomes and Curriculum Standards achieved in each Learning Area at least annually
- ensure that Developmental Learning Outcome data and Curriculum Standards data are current and accurate to facilitate the transfer of this data to other sites within agreed protocols.

To contribute to the confirmation of learners' achievements, site leaders:

- negotiate reporting procedures with the local community within policy guidelines
- report on the achievement of learning targets (using appropriate learner achievement data) and actions taken to support learning to the community through the annual report
- transfer appropriate learner achievement data to other sites within agreed protocols
- provide learner achievement data to state office as required
- reflect critically on trend data in the development of a summative report for the triennial external review.

To support the work of educators and site leaders, state office personnel:

- set protocols for assessment and reporting
- provide the means by which sites can record, analyse and report data
- meet national reporting requirements
- report systemically on the performance of targeted groups
- develop protocols to safeguard the use, collection and transfer of data
- set annual and triennial site reporting parameters through the FQIA.
- through the district superintendent monitor achievement against stated priorities and outcomes.

## The four dimensions of Curriculum Accountability

<p>All learners can expect ...</p>	<p><b>1. A curriculum based on the SACSA framework which is responsive to a diversity of learners.</b></p> <p>All learners can expect to participate in the construction of a planned learning and teaching program, based on the SACSA Framework, which responds to their needs, interests, prior experiences and achievements.</p>	<p><b>2. Ongoing assessment and feedback based on a range of assessment strategies.</b></p> <p>All learners can expect to participate in monitoring the progress of their learning. Regular feedback, both formal and informal, ensures that learners and their families are clear about the Developmental Learning Outcomes and Curriculum Standards that have been achieved and their progress through the Outcomes towards the next Standard.</p>	<p><b>3. Intervention and support programs based on an analysis of learner achievement data.</b></p> <p>All learners can expect responsive and timely intervention and support programs to work towards achievement of Developmental Learning Outcomes and Curriculum Standards. Effective intervention and support programs rely on accurate information about learners' needs, progress and achievements.</p>	<p><b>4. Reports on the Developmental Learning Outcomes and Curriculum Standards achieved.</b></p> <p>All learners can expect regular, formal and informal reports on their progress, which include confirmation of the Developmental Learning Outcomes, Outcomes and Curriculum Standards achieved. Learners can expect their achievements to form the basis for the construction of their ongoing learning program.</p>
<p>Provided by educators who ...</p>	<ul style="list-style-type: none"> <li>develop their knowledge of learners, families and communities to select appropriate and flexible methodologies to accommodate diverse learning styles and learner backgrounds</li> <li>plan and program learning experiences based on the SACSA Framework, identified site priorities and performance targets</li> <li>actively engage learners in the construction of learning experiences</li> <li>set goals based on individual needs to assist learners to progress through the Outcomes towards the next Standard</li> <li>use learner achievement data to construct teaching and learning programs.</li> </ul>	<ul style="list-style-type: none"> <li>negotiate the criteria by which learners can successfully demonstrate Outcomes</li> <li>use a range of negotiated and inclusive assessment methods</li> <li>continuously gather evidence of learner achievement in relation to the Developmental Learning Outcomes and Curriculum Standards and provide regular feedback to learners and their families</li> <li>assist learners to evaluate and discuss their progress</li> <li>actively engage with colleagues to ensure the consistency of their judgments of learners' achievements</li> <li>regularly record evidence of learner achievement.</li> </ul>	<ul style="list-style-type: none"> <li>analyse learner achievement data to inform planning and practice</li> <li>actively involve learners, their families and specialist personnel in the construction of intervention and support strategies</li> <li>monitor the effectiveness of these strategies and document progress and modifications</li> <li>identify learning targets associated with intervention and support strategies</li> <li>reflect critically on their practice based on learner achievement data.</li> </ul>	<ul style="list-style-type: none"> <li>base judgments on evidence gathered over time and in a range of contexts</li> <li>use a range of negotiated and inclusive assessment practices</li> <li>report regularly, orally and in writing, to learners about their progress</li> <li>in preschools prepare a Summative Report which is provided to the child's family and, with its permission, passed on to the school</li> <li>report formally to learners and their families the Developmental Learning Outcomes and Outcomes and Curriculum Standards achieved in each Learning Area at least annually</li> <li>ensure that Developmental Learning Outcome data and Curriculum Standards data are current and accurate to facilitate the transfer of this data to other sites within agreed protocols.</li> </ul>
<p>Managed by site leaders who ...</p>	<ul style="list-style-type: none"> <li>ensure programs include all Learning Areas and are delivered in an appropriate manner to address local and systemic requirements</li> <li>plan professional development processes to support their work and the work of educators</li> <li>plan for collaboration and professional dialogue between educators</li> <li>work with the governing council (P21) and/or council/management committee and the district superintendent to set priorities, performance indicators and targets on the basis of learner achievement data</li> <li>ensure that priorities and targets form part of the context for educators' planning and programming</li> <li>structure performance management processes with educators and the district superintendent to include learning targets.</li> </ul>	<ul style="list-style-type: none"> <li>regularly analyse and manage the recording of data to measure progress towards learning targets detailed in the statement of purpose/partnership plans</li> <li>set, monitor and evaluate learning targets in conjunction with the district superintendent</li> <li>develop, implement and monitor site assessment policies and practices that reflect the SACSA Framework</li> <li>include learner achievement data as part of performance management discussions</li> <li>ensure that educators work together to moderate and enhance the consistency of their judgments about learner achievement</li> <li>use learner achievement data as a basis for site self-assessment (refer to FQIA).</li> </ul>	<ul style="list-style-type: none"> <li>allocate resources to areas of greatest need as identified by learner achievement data</li> <li>facilitate the use of learner achievement data as a basis for intervention and support programs</li> <li>support staff development for the purpose of improving learners' achievements</li> <li>ensure effective management and coordination of intervention and support</li> <li>monitor the impact of strategies and make adjustments accordingly</li> <li>detail performance targets associated with intervention and support programs.</li> </ul>	<ul style="list-style-type: none"> <li>negotiate reporting procedures with the local community within policy guidelines</li> <li>report on the achievement of learning targets (using appropriate learner achievement data) and actions taken to support learning to the community through the annual report</li> <li>transfer appropriate learner achievement data to other sites within agreed protocols</li> <li>provide learner achievement data to state office as required</li> <li>reflect critically on trend data in the development of a summative report for the triennial external review.</li> </ul>
<p>Supported by state office personnel who ...</p>	<ul style="list-style-type: none"> <li>set system-wide directions and policies as part of the context for local planning</li> <li>process Curriculum Standards data to monitor state-wide trends and provide a context for site planning and resource and support provision</li> <li>monitor, evaluate and update the SACSA Framework as a vehicle for curriculum planning, delivery and accountability</li> <li>oversee external review of sites and through the district superintendent ensure that recommendations are enacted.</li> </ul>	<ul style="list-style-type: none"> <li>develop materials to support educators in ensuring the consistency of their judgments</li> <li>through the performance management policy set a context in which educators and site leaders improve their performance</li> <li>provide support for site and systemic data collection and analysis</li> <li>set learner achievement targets on the basis of state-wide data</li> <li>develop and publish assessment guidelines in line with the SACSA Framework</li> <li>provide material to support development of assessment practices in line with the SACSA Framework</li> <li>through the district superintendent monitor learning targets and data collection and analysis processes</li> <li>through the district superintendent provide strategic support to site leaders in site self-assessment and review and reform processes.</li> </ul>	<ul style="list-style-type: none"> <li>provide support for identified groups</li> <li>provide an analysis of learner achievement data to show state-wide trends</li> <li>aggregate data in like-schools groupings to support further analysis by sites</li> <li>through the district superintendent monitor effectiveness of intervention and support programs.</li> </ul>	<ul style="list-style-type: none"> <li>set protocols for assessment and reporting</li> <li>provide the means by which sites can record, analyse and report data</li> <li>meet national reporting requirements</li> <li>report systemically on the performance of targeted groups</li> <li>develop protocols to safeguard the use, collection and transfer of data</li> <li>set annual and triennial site reporting parameters through the FQIA</li> <li>through the district superintendent monitor achievement against stated priorities and outcomes.</li> </ul>