

# Overview

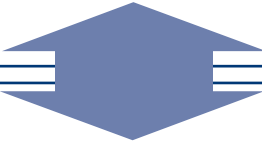
## Introduction

The *Northern Territory Curriculum Framework* (NTCF) identifies learning outcomes for all Northern Territory learners in classes from Transition to Year 10. It provides the major elements of curriculum, around which schools can

- develop flexible teaching and learning programs that are inclusive of the varied pedagogical approaches of educators
- assess learner progress
- report on the outcomes achieved.

The framework enables schools and teachers to select content and teaching methods consistent with local contexts and priorities to ensure learners achieve agreed outcomes.

The Northern Territory has two layers of curriculum

<b>LAYER 1</b>	 <p><b>NT Curriculum Framework</b></p>	<p><b>Accountability</b> All teaching and executive staff members are accountable for this layer that details the <b>outcomes</b> agreed to for ALL students in the Northern Territory. The indicators define the essential curriculum scope of each component and, as such, provide a firm basis for classroom planning, assessment and explicit teaching.</p>
<b>LAYER 2</b>	<p><b>Support Materials</b> A variety of support materials - all linked to appropriate outcomes in the NTCF, are provided for. The proposed materials include</p> <ul style="list-style-type: none"> <li>- System-developed materials</li> <li>- System-recommended resources</li> <li>- Teacher-devised and recommended resources through the NT Schools Portal.</li> </ul>	<p><b>Notes</b> Schools and teachers have the flexibility to use the suggested support materials and/or their professional judgment to select other materials that ensure the learning experiences provided allow the outcomes identified in the NTCF to be achieved.</p>

While the NTCF provides the necessary structure, it also acknowledges, values and promotes multiple learning pathways. Consideration of diverse ways and means of learning, as well as identifying and supporting communities to integrate their own cultural content into the curriculum, must be taken into account. The NTCF provides scope for learners to demonstrate outcomes within a range of contexts, including localised contexts. For example, Two-Way learning emphasises the importance of locally developed learning programs that uphold the values and learnings of particular communities. When judging the evidence of a learner's progress towards or achievement of an outcome, learners' conceptual development is the aspect evaluated. Any locally devised programs must work within the framework of NTCF outcomes.

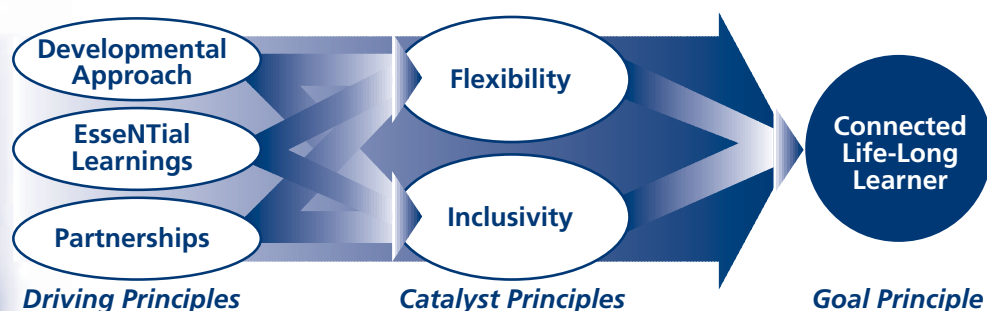
# Principles

As we enter the 21st century, our learners face many complex, diverse and uncertain global and local social, economic, political and environmental issues. Rapid technological changes, increasing cultural diversity and changing family and institutional structures all influence and are influenced by schooling.

The six key principles of the NTCF guide schools in planning and monitoring ongoing teaching and learning programs. The principles are broad enough to enable teachers to develop and implement innovative programs reflecting varied pedagogical approaches.

The driving principles of developmental learning, partnerships and the EsseNTial Learnings reflect the processes and structure central to development of the NTCF. These contribute to the catalyst principles of flexibility and inclusivity, which are critical to maximising learning for the diverse student population within the Northern Territory. Through these driving and catalyst principles it is intended that the goal principle of a connected, lifelong learner will be achieved.

## Principles underpinning the NT Curriculum Framework



### Driving Principles

- Developmental Approach** – Learning is a lifelong journey in which all learners develop at their own pace as they progress via many different pathways. Development patterns follow a broad continuum that builds on demonstrated knowledge and understandings. When planning and assessing, teachers should focus on the Band (level) that best reflects evidence of learners' achievements. The NTCF provides learners, teachers and parents with a clear generic map of learners' development.
- EsseNTial Learnings** – are the critical processes that all learners should develop as a result of their formal schooling enabling them to leave school equipped to participate actively in and contribute to a changing world. **EsseNTial Learnings are not additional or optional curriculum extra—they are central to all teaching and learning programs.** The EsseNTial Learnings are developmentally mapped to achieve culminating outcomes. These outcomes are developed through the content of relevant Learning Areas and can be used as a strategy for curriculum integration. By their nature, the EsseNTial Learnings are both part of the NTCF outcome structure and an enabler of flexible, inclusive needs-based program development. Schools need to create environments, programs and structures that present opportunities for learners to participate in a meaningful way to ensure these EsseNTial Learnings are acquired.

- **Partnerships** – The NTCF was developed through extensive consultation with all stakeholders in Northern Territory education. These important partnerships between learners, teachers, parents/carers, school councils, tertiary educators, industry and the wider community play a critical role in education. This is achieved through the establishment of collaborative learning communities that are responsive and relevant to local contexts. Effective partnerships are vital if learners are to achieve outcomes that reflect each individual’s capability and potential.

### Catalyst Principles

- **Flexibility** – The curriculum must cater for the diverse needs of Northern Territory schools and communities. It must acknowledge and provide for local responses to the social, cultural and technological changes that challenge us daily. Schools need to provide an environment in which learners can build resilience to assist them in adapting to the growing complexity of changing families, communities and cultures. Working within an agreed outcome framework enables this flexibility while also providing for accountability.
- **Inclusivity** – All learners, irrespective of culture, language, socio-economic background, geographical location, disability or gender, must be given the opportunity to access a diverse and empowering education. Learners’ backgrounds, interests, prior understandings, experiences, learning styles and learning rates should be valued and considered.

### Goal Principle

- **Connected Lifelong Learner** – Learners need to make sense of and connect with their local and global communities, diverse environments and economies in order to participate effectively. In this information age, learners will have to be motivated, adaptable and capable of ongoing, self-directed, lifelong learning. Further, all learners need to gain an understanding of the global perspective. Opportunities must also exist for specific talents and interests to be developed.

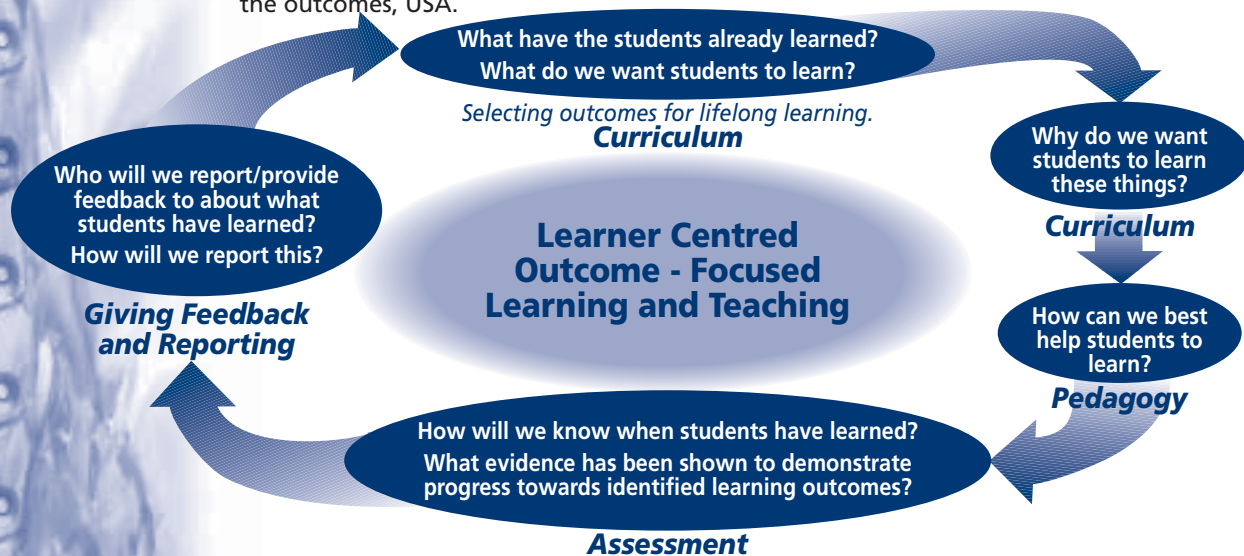
## Outcome-Focused Learning

The NTCF identifies the outcomes that learners should demonstrate at the end of significant learning experiences. An outcome-focused approach accepts that learning progresses along a broadly identifiable developmental continuum. Outcomes describe the observable changes in students’ learning and define how they can use what they know and have learned. The outcomes in the NTCF inform curriculum planning, are used to make judgments about learners’ progress and provide a common language for reporting achievements.

The principles of outcome-focused learning include: (i) clarity of focus (ii) high expectations (iii) a focus on development (iv) a design down-deliver up model for curriculum planning and (v) expanded opportunities for all learners.

- **Clarity of focus** directs attention towards learning outcomes appropriate to the developmental levels of learners. It is critical that the outcomes are made explicit to learners, teachers, carers and others in the community to enable all partners in education to assist learners to achieve the outcomes.

- **High expectations** provides opportunities for all learners to reach the levels of which they are capable and is intended to extend teachers' and learners' expectations of what they will come to know and be able to do. High expectations apply to all learners.
- **Focus on development** emphasises the likely sequence of conceptual and cognitive development and acknowledges the range of developmental differences between learners.
- **Design down-deliver up model** for curriculum planning and assessment is underpinned by a student centred approach to learning and teaching. It includes using long term goals as a focus then 'designing down' to the level of the learners. The following diagram identifies a set of questions to direct teachers' planning, designing-down from the outcomes, USA.



- **Expanded opportunities** allows for a range of contexts, opportunities and support for learners to gain knowledge and to demonstrate evidence of outcomes. All students have different learning needs and all will not necessarily be ready to demonstrate learning outcomes in the same way or at the same time.

#### Reference

Spady W.G. (1994) *Outcome-Based Education Critical Issues and Answers*. American Association of School Administrators, USA.

## Structure

The NTCF consists of the following inter-related structural components

1. **EsseNTial Learnings** - four domains of Inner Learner, Creative Learner, Collaborative Learner and Constructive Learner each of which has a set of culminating outcomes.
2. **Learning Technology** - four domains of Problem-Solving and Decision-Making through Research; Communicating through Presentation, Publication or Performance; Operating Computer Components; and Information Communication Technology (ICT) in Society.
3. **English as a Second Language** - includes Early Childhood/Primary and Secondary pathways.
4. **Learning Areas** - eight nationally agreed Learning Areas of English, Health and Physical Education, Languages, Mathematics, Science, Studies of Society and Environment, Technology and Design, and The Arts.
5. **Indigenous Languages and Culture** - includes language and culture outcomes for Indigenous Language Maintenance and Language Revitalisation programs.

## NT Curriculum Framework Bands

	Bands	Approximately end of Year
	Beyond Band 5	Extension Level
	Band 5	10
	Band 4	8
Year 7 Benchmark Level is within	Band 3	6
Year 5 Benchmark Level is within	Band 2	4
Year 3 Benchmark Level is within	Band 1	2
School Entry Points	Key Growth Point 3	Key Growth Point 1 is a beginning point for the inclusion of high support needs learners.
	Key Growth Point 2	
	Key Growth Point 1	

National Benchmarking information is collected through the system-wide assessment (Multilevel Assessment Program – MAP) in August each year. As the National Goal states that ALL learners should meet Benchmark, (minimum standards) this suggests that MOST learners should be working within the relevant Band by the end of the previous year. Years 3, 5 and 7 English Literacy and Numeracy Benchmarks are **explicitly** identified within Bands 1, 2 and 3 in the English and Mathematics Learning Areas.

**NOTE:**

- Learners identified as English as a Second language (ESL) or English as a Foreign Language (EFL) learners are likely to demonstrate different pathways to those illustrated above for Standard Australian English (SAE) First Language Speakers. *Refer to the ESL section for ESL pathways and the relationship to National Benchmarks.*
- Learners of a Language Other Than English are likely to demonstrate different pathways depending on when they start learning the language, the nature of and continuity of their language program, and their prior language experiences including home language.

## Sample layout of a Learning Area

Links to other components of the NTCF, which provide opportunities for natural integration. This will depend on the context of the learning and experiences will need to be substantial if learners are genuinely to be considered as working towards multiple outcomes simultaneously.

The strand is a key organiser for the Learning Area.

An outcome describes a significant stage in a learner's development and should be read as part of a continuum rather than as a discrete entity. Outcomes inform curriculum planning and assessment. The outcomes are the mandatory component of the NTCF.

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NT Curriculum Framework

### Promoting Individual and Community Health

#### Links

**Essential Learnings:**  
In 4, Con 1, Con 2  
**Learning Areas:**  
Refer to specific links listed below.  
**Perspectives:**  
Literacy, Numeracy

#### OUTCOMES

Learners demonstrating evidence of **Band 2**  
**HP 2.1 Individual and Community Health and Safety** demonstrate ways in which health and well-being can be enhanced and maintained including investigating products, services and information  
**HP 2.2 People and Food** investigate nutritional value and costs of meals.

#### INDICATORS

Learners demonstrating evidence of **Band 2** for example **Individual and Community Health and Safety [In 5] [Lit-LS]**

- discuss the dimensions of health and their importance for overall well-being, eg getting plenty of rest, being happy, participating in physical activities
- distinguish health concerns they can manage on their own and those needing professional care
- explain familiar medical conditions and allergic reactions to medication/foods and others
- recognise and express appropriately feelings, eg happiness, anger, frustration, disappointment
- identify situations and circumstances that cause stress and describe ways of dealing with stressful situations, eg new school, bullying, talking in front of the class, change in parental occupational status **[VL]**
- recognise the different types of bullying, give examples of bullying behaviour, eg teasing, exclusion, and explore ways of dealing with bullies and giving support to friends
- respond appropriately to potentially dangerous situations, eg tell an adult, walk away, assertive response
- compare the effects of helpful and harmful substances, eg medicines, tobacco, alcohol, petrol
- locate services in the community that have been developed to address health issues, eg rubbish removal; police, fire and emergency services **[Con 1] [Con 3] [SOSE-Soc] [LT-R]**
- formulate practical action plans for emergency situations in familiar settings, eg jelly fish stings, dehydration, accident whilst camping/fishing, accidents in the home or playground **[Constructive Learner] [SOSE-Soc] [LT-P]**.

#### People and Food [Con 2] [T&D]

- use a food group selection model to make judgments about food in a particular meal, eg breakfast
- suggest alterations to a particular meal and justify with reference to health issues
- plan and prepare an uncooked meal for themselves and make judgments about ease of preparation, meal satisfaction and nutritional value
- discuss the nutritional value of a take away meal and suggest ways of improvement, eg add a salad or piece of fruit
- compare typical meals from different ethnic groups and discuss nutritional value **[LT-R]**
- devise a shopping list for a particular meal and investigate the cost **[Num-NS] [LT-P]**
- develop a food chart of local bush foods available in each season **[LIC]**.



Links to Essential Learnings including reference to the specific Culminating Outcomes, eg **[Con 2]** refers to Constructive Learner, outcome 2.

Unusual terms or word groups are explained in a Glossary.

Indicators provide the curriculum scope for planning and/or assessing learning. They illustrate 'what learners might do' to demonstrate progress towards the achievement of the outcome, thus enabling judgments to be made about learners' progress. They are NOT criteria and should not be used as a checklist. Indicators appropriate to local context can be added to enrich the evidence of learners demonstrating a particular outcome.

An element provides opportunity for more specific focus in each strand. The elements are interdependent and should all be considered when making a judgment about a learners progress within a Band.

Link to another Learning Area strand, eg **[SOSE-Soc]** refers to SOSE-Social Systems and Structures.

Identified cross-curricula perspectives refer to an opportunity to develop the perspective, eg **[LT-R]** refers to Learning Technology Research strand,  refers to Indigenous,  refers to Studies of Asia, **[Num-NS]** refers to Mathematics Number Sense strand.

#### Learning Areas

Health and Physical Education  
Outcomes and Indicators

Codes have been used to indicate explicit links between the components and strands in the NTCF.

Essential Learnings					
The INNER Learner [In 1-6]	The CREATIVE Learner [Cr 1-3]	The COLLABORATIVE Learner [Col 1-4]	The CONSTRUCTIVE Learner [Con 1-4]		
Learning Technology					
Problem-Solving and Decision-Making through Research [LT-R]	Communicating through Presentation, Publication or Performance [LT-P]	Operating Computer Components [LT-O]		Information Communication Technology (ICT) in Society [LT-S]	
English as a Second Language					
Stage of Schooling	Strands				
Early Childhood/Primary	Listening [ESL-L]	Speaking [ESL-S]	Reading [ESL-R]	Writing [ESL-W]	
Secondary					
Learning Areas					
Learning Areas	Strands				
English [Lit]	Listening and Speaking [Lit-LS]	Reading and Viewing [Lit-RV]		Writing [Lit-W]	
Health and Physical Education [HPE]	Promoting Individual and Community Health [HPE-HP]	Enhancing Personal Development and Relationships [HPE-PD]		Participating in Physical Activity and Movement [HPE-PA]	
Languages [Lang]	Listening [Lang-L]	Speaking [Lang-S]	Reading and Viewing [Lang-RV]	Writing [Lang-W]	
Mathematics [Num]	Up to Band 3	Spatial Sense [Num-SS]	Measurement and Data Sense [Num-MDS]	Number Sense [Num-NS]	
	Band 4+	Space and Measurement [Num-SM]	Chance and Data [Num-CD]	Algebra [Num-A]	
Science [Sci]	Working Scientifically [Sci-WS]		Concepts and Contexts [Sci-CC]		
Studies of Society and Environment [SOSE]	Social Systems and Structures [SOSE-Soc]		Environments [SOSE-Env]	Enterprise (Band 4+) [SOSE-Ent]	
Technology and Design [T&D]	Up to Band 3	Designing, Producing and Critiquing [T&D-DPC]			
	Band 4+	Designing [T&D-De]	Producing [T&D-Pr]	Critiquing [T&D-Cri]	
The Arts [Arts]	Up to Band 3	Creating Arts Ideas [Arts-CrA]	Arts Skills and Processes [Arts-SkP]		Arts Responses and Analysis [Arts-Res]
	Band 4+	Dance [Arts-Da]	Drama [Arts-Dr]	Music [Arts-Mu]	Media [Arts-Me]
Indigenous Languages and Culture [ILC]					
Outcomes	Strands				
Content	Country/Land	People and Kinship		Natural Environment	
Language Maintenance	Listening and Speaking	Reading and Viewing		Writing	
Language Revitalisation	Listening	Speaking		Reading, Viewing and Writing	

# Cross-Curricula Perspectives and Learnings

**Literacy [Lit]** is the ability to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communication in different contexts. It includes the cultural knowledge, which enables a speaker, writer or reader to recognise and use language appropriate to different social situations. While the literacy development pathways are articulated within the English Learning Area and ESL components of the NTCF, literacy is fundamental to learning across the eight Learning Areas and EsseNTial Learnings, and is hence the responsibility of all educators. **National English Literacy Benchmarks** are explicitly identified in **bold**, where appropriate in Bands 1, 2 and 3 of the English Learning Area and in ESL Levels 2 to 6. **Note:** [Lit] links should be made to the ESL component or the English Learning Area, depending on the language background and needs of the learners.

**Numeracy [Num]** is the ability to analyse, critically respond to and use mathematics to meet the personal demands of life at school and at home, in paid work and for participating in community and civic life. While numeracy development pathways are expressed within the NTCF's Mathematics Learning Area component, numeracy is fundamental to learning across the eight Learning Areas and EsseNTial Learnings, and hence is the responsibility of all educators. Opportunities to develop numeracy are identified within all other components of the NTCF to support all educators in contributing to the numeracy development of all learners. **National Numeracy Benchmarks** are identified in **bold** where appropriate, in Bands 1, 2 and 3 of the Mathematics Learning Area.

**Learning Technology [LT]** enables learners to use computers and peripherals to critically design and construct texts, search for and sort information, and communicate with others. The LT section of the NTCF incorporates fourteen outcomes within four inter-related domains and this component is highlighted as a cross-curricula perspective through explicit links to all Learning Areas and EsseNTial Learnings.



**Environmental [Env]** The NT Board of Studies' *Environmental Education Policy Statement 2nd Edition* (1997) recognises the importance of a sound and balanced environmental education. The investigation of environmental issues can be integrated across all Learning Areas. However, the SOSE Learning Area and Constructive Learner 4 **[Con 4]** in the EsseNTial Learnings are mainly contributors to environmental education. Schools have an important role to play in educating young people, and through them, the community at large, about the sustainable use of the environment. Effective environmental education should bring learners to understand that sustainable use of resources will enable this and future generations to meet their needs. Schools are encouraged to participate in community programs that focus on preserving our environment.



**Indigenous [Ind]** The NT Board of Studies' *Australian Indigenous Studies Curriculum Policy* (1997) recognises the essential place of Indigenous perspectives in the school curriculum. The curriculum and teaching must reflect Indigenous interests, perspectives

and expectations. Schools across Australia play a significant role in the Reconciliation process. This is particularly true in the Northern Territory where Indigenous people form a much larger proportion of the population than elsewhere, and where an understanding of Indigenous cultures and perspectives is essential to an understanding of the society in which we live. Schools may offer specific courses of study such as Indigenous Studies or an Indigenous language, but in addition to such courses, teaching in all Learning Areas should address the Australian Indigenous heritage, particularly that of the Northern Territory. The NTCF provides mechanisms for all these approaches.



**Studies of Asia [SoA]** can be integrated across all Learning Areas. The outcomes of Studies of Asia include

- an understanding and appreciation of the diversity and commonalities of environments, cultures and societies in the Asian and Australian region
- informed attitudes about people, events, issues and lifestyles in Asia
- an awareness of the cultures and societies of Asia beyond stereotypes
- an understanding of the environmental, economic, strategic and cultural importance of Asia's global links, particularly with Australia
- an understanding and appreciation of the diversity and commonalities of cultural values within Asian and Australian societies
- skills to interact effectively and appropriately with the peoples in and from the Asian region
- a commitment to the principles of friendship, peace, social justice, cooperation and mutual respect among all peoples and nations, with a particular focus on the peoples of Australia and Asia.

Further details may be found in the NT Board of Studies' *Studies of Asia in Northern Territory Schools Policy Statement* (1997).

**Vocational Learning [VL]** involves gaining knowledge and/or skills, and a general understanding of the world of work and career pathways. It is a vehicle that can assist learners make connections with the wider community and facilitate a smooth transition into the world of work and other life roles. It encompasses career education, general learning about the world of work, enterprise education, community-based learning and work-based learning.

Vocational Learning can be integrated across all Learning Areas and EsseNTial Learnings domains. Outcomes relating to the 'world of work' aspect of career education are found in the Studies of Society and Environment Learning Area - Enterprise strand. Outcomes relating to Occupational Health and Safety are found in the Health and Physical Education Learning Area – Promoting Individual and Community Health strand. Many of the outcomes relating to the self-awareness aspects of career education are found in the Inner learner domain of the EsseNTial Learnings and the Health and Physical Education Learning Area – Enhancing Personal Development and Relationships strand.

# Student Diversity

## Students with Disabilities and Impairments

The NTCF is designed to include all learners in Northern Territory schools and provides the framework for the development of individualised programs for learners with disabilities and impairments. Some learners may not progress through the outcomes at an even rate or use more conventional methods of demonstrating learning, eg reading, writing and speaking. Therefore the following points need consideration for these learners

- Terms such as 'identify', 'explain', 'describe', 'assess', 'evaluate' are understood to include all forms of verbal and non-verbal methods to achieve these. Examples include
  - signed communication, communication aids, pictographs, eg Compic, photos
  - computer software, eg word processors, spell checkers, word predictors, speech to text, text to speech
  - hardware, eg Intellikeys, switches, Concept Keyboards
  - visual texts, eg drawing, diagramming, voice synthesisers, large print, closed circuit televisions.
- Some learners may need physical help with fine and gross motor tasks.
- Some learners with impairments may not be able to display the listed examples of indicators to demonstrate the achievement of an outcome and some strands may present more difficulties for learners with particular impairments, eg visual arts and viewing for those with vision impairment.
- Whilst strategies and content may differ, activities must be age appropriate for all learners.
- The learning environment may need to be structured to create learning opportunities for some learners.

NOTE: The code **[LS]** indicates sections of the NTCF appropriate to learners on Life Skills pathways.

## Student Diversity Policies and Guidelines

The NT Board of Studies has policies and guidelines on a range of student diversity aspects. Further details may be found in the Board of Studies handbook. There are NT Board of Studies approved policies on

- Australian Indigenous Languages Policy (1998)
- Education of Gifted and Talented Students (1994)
- English as a Second Language Policy (1999)
- Gender Equity in Education Policy (1997)
- Revised Special Education Policy (1996).

# Assessment

## Purpose of Assessment

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgments about learners' demonstrations of outcomes. It is an integral part of the teaching/learning process. As teachers plan learning experiences, they should also plan how they will monitor learners' progress.

An outcome-focused approach to assessment involves

- providing a range of opportunities for learners to be aware of and to demonstrate outcomes
- gathering and recording evidence of learners' demonstrations of outcomes
- making judgments about learners' demonstrations of outcomes
- guiding the planning of teaching and learning programs.

## Principles of Assessment

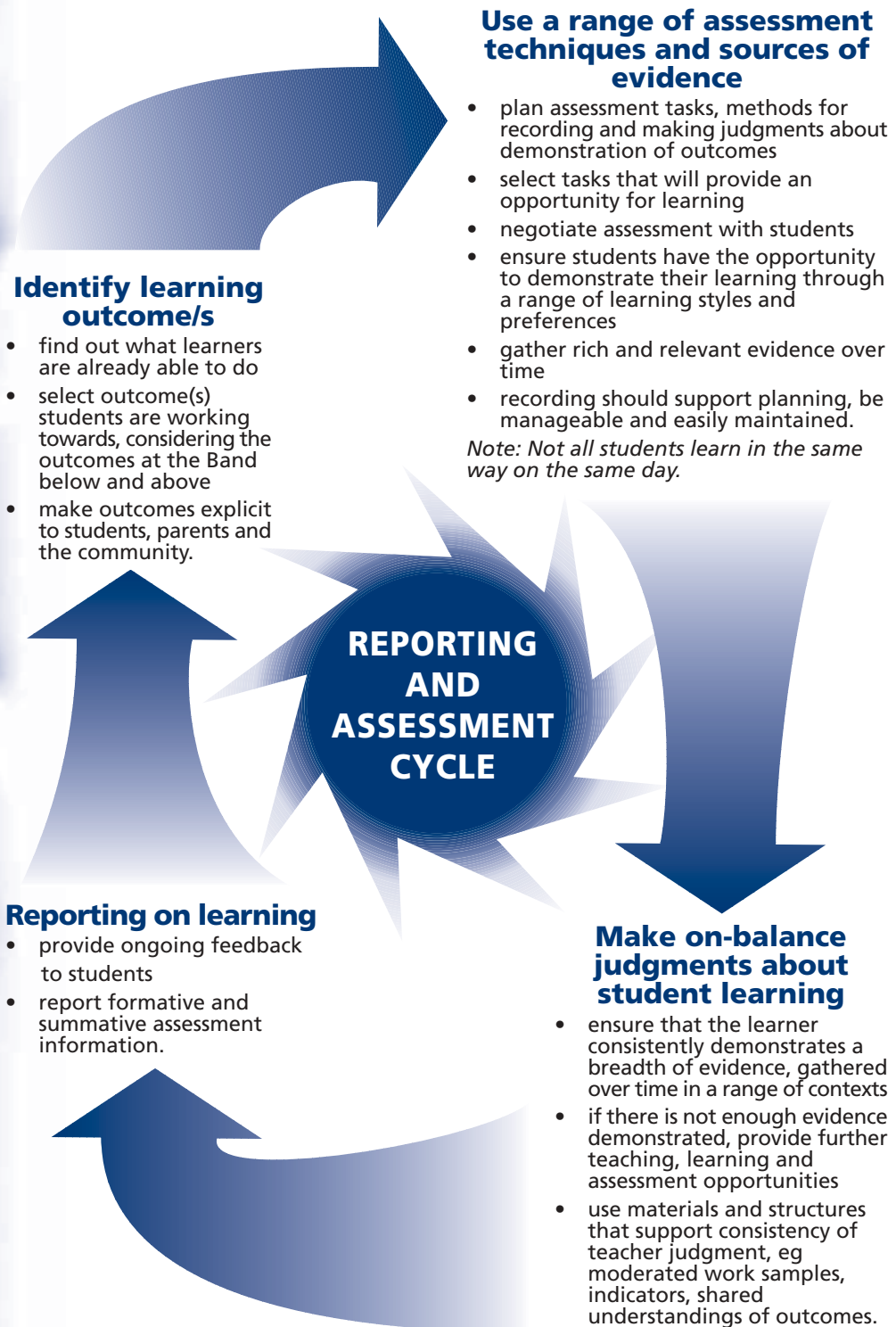
Assessment is underpinned by the following principles

- **Authentic** assessment involves a comprehensive range of techniques and related instruments allowing learners multiple opportunities to demonstrate learning outcomes within a range of contexts or situations. A variety of assessment methods should be used to support different learning styles. Assessment tasks should match the learning experiences and teaching methods used, and where possible should reflect real-life situations.
- **Self-Monitoring** enables learners to gather important information to set goals and track their own progress towards particular outcomes. Learners need to develop the ability to reflect on the processes and skills they use, and the products of their learning. Self-monitoring provides valuable information to help teachers, parents/ carers make decisions about future learning and teaching.
- **Rigorous** assessment is focused on genuine demonstrations of learning outcomes. Learners are aware of what is being assessed, the assessment techniques being used, and the criteria that will be used to judge their learning. Teachers use information from assessment to plan and direct students' further learning.
- **Valid and Reliable** assessment should provide information that relates directly to specific learning outcomes. A variety of assessment methods, relevant to the outcomes being assessed, are necessary. Assessment tasks should accurately measure learners' abilities.
- **Fair and Equitable** assessment is based on principles of social justice. It allows learners to demonstrate learning outcomes in ways which are sensitive to, and inclusive of, the circumstances of each learner. Assessment tasks should take into account learners' learning styles, culture, ethnicity, abilities, disabilities, gender, age, socio-economic status and linguistic backgrounds.

Teachers' professional judgment is fundamental to assessment and reporting processes. Judgments should be based on criteria, using a variety of evidence of learning outcomes. The criteria should be drawn from the outcomes and indicators and made explicit to learners. Criteria can be selected and/or created in collaboration with the learner.

## Process of Assessment

The principles of outcome-focused learning are embedded in the process teachers use to make overall judgments about learners' demonstrations of outcomes. The following diagram identifies the key elements of outcome-focused assessment.



# Reporting Guidelines

These Reporting Guidelines provide Northern Territory school communities with the NT Board of Studies requirements for reporting to the learning outcomes identified in the NTCF.

## Purpose of Reporting

The main purpose of reporting is to define, acknowledge and support student learning. Reporting is the process of communicating information, obtained from monitoring learner progress and making judgments in order to

- inform learners, teachers, parents/carers, school administrators, school councils, the NT Board of Studies, employers and others in the community about learners' demonstrations of outcomes
- make decisions about learner needs, learning/teaching processes and resource requirements
- discuss future learning pathways with learners and parents/carers
- guide the planning of teaching and learning programs
- describe the progress made by learners at a particular time along a developmental continuum
- provide meaningful information to teachers, principals, school councils and educational administrators as a basis for evaluating the effectiveness of educational programs and to inform future school planning.

When planning for reporting, teachers need to be aware of the purpose of the report, what will be reported on, to whom and in what format. In an outcome-focused approach, formal reporting is a summary of the progress the learner is making with reference to the continuum of learning outlined in the learning outcomes for each component of the NTCF. Reporting occurs in terms of outcomes and should be based on recorded evidence that accurately reflects what learners know and what they can do with what they know.

## Responsibilities of Schools

Schools have the responsibility of assessing and reporting learner achievement in ways consistent with the principles of an outcome-focused approach. All learners can expect regular, formal and informal reports on their progress, and can expect their achievements to form the basis for the construction of their ongoing learning program.

Student reports should include ongoing feedback, self-assessment and goal setting to encourage student reflection and responsibility for their own learning. Schools can also involve students in reporting through processes such as self-assessment and participation in three-way conferences.

Schools are encouraged to establish effective partnerships between parents/carers and other stakeholders within school communities to negotiate reporting procedures and written report forms. A consistent approach to reporting procedures needs to occur throughout the school.

## School Written Reports

- **At least two written reports should be provided within a school year** (in print or electronic form). **English Literacy and Numeracy progress must be included in every written report.** All other areas of learning must be reported on at least once within the school year. Reports must be meaningful to their target audiences and free of education or subject-specific jargon. For this reason, schools can modify sample proformas to suit their community needs. Both Individual Education Plan (IEP) Reviews and teacher/student annotated student portfolios are valid examples of written reports. Written reports will include information on student progress within levels/bands recorded using the descriptors of
  - emerging
  - solid
  - comprehensive.

Evidence of outcomes can be demonstrated to varying degrees. When students demonstrate their learning, we can assess the quality of this in terms of three dimensions: content (and associated processes) - simple to complex; context – simple to complex; and competence – low to high. Each dimension is accounted for in the progression of outcomes and indicators for any given element within the NTCF. Each level (both Key Growth Points and Bands) is deliberately broad and, as previously stated, acknowledges significant periods of growth and learning. In order to indicate growth within a level/band, the following continuum should be used:

### Growth within a level/Band

Emerging	Solid	Comprehensive
<ul style="list-style-type: none"> <li>– beginning to demonstrate behaviours/ learning indicators for this band</li> <li>– support from teacher or peers required to demonstrate learning</li> <li>– evidence of learning is within limited contexts</li> <li>– evidence of indicators is inconsistent and mixed with evidence of the previous level.</li> </ul>	<ul style="list-style-type: none"> <li>– consistent demonstrations of behaviours/learning indicators</li> <li>– a range of samples of learning evidence and contexts but largely limited to the context identified by the teaching program</li> <li>– evidence of multiple indicators within a given task or sample of learning evidence</li> <li>– evidence of learning is mostly independent with some minor support.</li> </ul>	<ul style="list-style-type: none"> <li>– consistent, independent demonstrations of behaviours/learning indicators</li> <li>– a wide range of samples of learning evidence and contexts including those beyond the context identified by the teaching program</li> <li>– demonstrations of learning are rich in depth and precise in detail</li> <li>– Potentially some emerging evidence of the next level.</li> </ul>

- As well as the above requirements, **English literacy and numeracy progress incorporating National Benchmark standards, must be reported annually in Years 3, 5 and 7.** National Benchmarks provide a snapshot of student progress and must be considered in relation to rich evidence gathered from school-based assessment.
- Opportunities must be provided for parents/carers to attend **at least one formal interview** within each school year focusing on their child's progress and schools should provide **other opportunities for informal discussions** between teachers and parents/carers when requested. Where necessary, interpreters should be provided.

**Formal interviews** may involve a combination of some of the following

- Student portfolios (print or electronic)
- Three-way conferences (learner/parent/teacher) including student self-assessment and goal setting
- Parent/teacher Interviews
- Report derived from student led conferences.

**Informal and continuing reporting** to parents/carers may occur through

- Information/orientation evenings
- Parent/teacher Interviews
- Open nights - sharing student learning, eg learning journeys, learning exhibitions
- Communication diaries
- Telephone and electronic communications
- Videotaping reporting to communities, eg email or web-based
- Culminating performances or presentations.

The following table demonstrates some possible yearly reporting cycles. Schools are encouraged to adapt/enrich a reporting model to suit their school context in consultation with parents/carers and other stakeholders within school communities.

Term	Example One	Example Two	Example Three
Term One	<ul style="list-style-type: none"> <li>Information/ orientation session</li> <li>Student self-assessment and goal setting</li> <li>Ongoing informal reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Information/ orientation session</li> <li>Open day/night including sharing student learning through visual displays, samples of evidence of learning, etc</li> <li>Student self-assessment and goal setting</li> <li>Ongoing informal reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Open day/night including sharing student learning through visual displays, samples of evidence of learning, etc</li> <li>Student portfolio including samples of evidence of learning, student self-assessment and goal setting</li> <li>Parent feedback on portfolios</li> <li>Ongoing informal reporting.</li> </ul>
Term Two	<ul style="list-style-type: none"> <li>Written report distributed no later than week 7/8/9 followed by the opportunity for parent and/or teacher initiated discussion, including student improvement plan</li> <li>Ongoing informal reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Open day/night including sharing student learning through visual displays, samples of evidence of learning, etc</li> <li>Teacher/student annotated portfolio followed by the opportunity for parent and/or teacher initiated discussion</li> <li>Ongoing informal reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Progress report presented through a student portfolio followed by three-way conference</li> <li>Ongoing informal reporting.</li> </ul>
Term Three	<ul style="list-style-type: none"> <li>Three-way conference and/or parent/teacher interview</li> <li>Ongoing informal reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Open day/night including sharing student learning through visual displays, samples of evidence of learning, etc</li> <li>Student shares portfolio followed by the opportunity for parent and/or teacher initiated discussion</li> <li>Ongoing informal reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Written report distributed no later than week 7/8/9 followed by the opportunity for parent/teacher discussion</li> <li>Ongoing informal reporting.</li> </ul>
Term Four	<ul style="list-style-type: none"> <li>Written report distributed no later than week 8/9 followed by the opportunity for parent and/or teacher initiated discussion, including student future learning plan</li> <li>Culminating performance or presentation</li> <li>Ongoing informal reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Open day/night including sharing student learning through visual displays, samples of evidence of learning, etc</li> <li>Written report distributed no later than week 7/8/9 followed by the opportunity for parent and/or teacher initiated discussion, including student future learning plan.</li> </ul>	<ul style="list-style-type: none"> <li>Progress report presented through a student portfolio followed by three-way conference</li> <li>Collaborative goal-setting determined in terms of outcomes including student future learning plan</li> <li>Ongoing informal reporting.</li> </ul>