2023 Compliance Certificate Reporting Guide

Background to the Compliance Certificate

Each year, the Compliance Certificate declaration process requires selected Approved Authorities to answer a series of questions confirming their compliance with ongoing policy requirements.

Compliance Certificates provide a level of assurance to the Department of Education (the department) that Approved Authorities are complying with the ongoing policy requirements set out in section 77 of the _Australian Education Act 2013_ (the Act), and related sections of the _Australian Education Regulation 2013_ (the Regulation).

Who should read this guide and why?

This reporting guide is to help Approved Authorities complete the Compliance Certificate on SchoolsHUB.

You will receive notification through your SchoolsHUB registered email address in early August 2023 advising if you are required to complete the Compliance Certificate.

To apply for SchoolsHUB access, read this user guide in conjunction with the SchoolsHUB Access Guides (for either new users or recent Schools Entry Point users).

What does this guide help me do?

This guide provides:

- practical assistance for completing the Compliance Certificate

- a link to SchoolsHUB for more information on the Compliance Certificate

What SchoolsHUB access do I need?

For information on user access to SchoolsHUB for the Compliance Certificate, please refer to the [Using SchoolsHUB](#) page.

When is the Compliance Certificate due?

The Compliance Certificate collection opens in SchoolsHUB at 9:00 am AEST on **Monday 14 August 2023.**

Approved Authorities must complete the Compliance Certificate declaration no later than 5:00 pm AEST on **Friday 29 September 2023.**

Compliance Certificate Frequently Asked Questions

Visit the [SchoolsHUB Compliance Certificate page](#) for answers to some frequently asked questions about the Compliance Certificate including:

- What is compliance certification?

- What year does the Compliance Certificate relate to?

- What do we have to do for compliance certification?

- What is a risk-based assurance approach for the Compliance Certificate?

Contents

Compliance Certificate Questions

Question 1: The Australian Curriculum

For the previous school year, did your school/s implement:

a) the Australian Curriculum—apply the curriculum's content and standards to teach, assess and report on student achievement; or
b) another curriculum included in the Australian Curriculum, Assessment and Reporting Authority's (ACARA) Recognition Register?

What curriculum or learning should our schools be implementing?

The Department of Education (the department) introduced the Australian Curriculum for Foundation to Year 10 across all states and territories in 2011.

A new version (Version 9.0) of the Australian Curriculum for Foundation to Year 10 was endorsed by all education ministers in 2022 and will be implemented by states and territories from 2023.

All government and non-government schools must implement content consistent with the learning areas of the Australian Curriculum including:

- English

- Mathematics

- Science

- Humanities and Social Sciences

- the Arts

- Technologies

- Health and Physical Education.

For more information about the Australian Curriculum structure, visit the [Australian Curriculum F-10 Overview and Structure web page](.).

The relevant state or territory education authority determines how the content is delivered, including the implementation timeline.

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

Your state or territory education authority may have decided to continue implementing components of the previous curriculum (version 8.4) for the 2022 school year.

Where will I find a copy of the Australian Curriculum?

Find more information on the updated curriculum (Version 9.0) on the Australian Curriculum website.

Find more information on the previous version (Version 8.4) on the Australian Curriculum website.

Our school/s deliver an alternative curriculum – is that ok?

Yes, provided that the alternative curriculum has been recognised as comparable by ACARA or your state or territory education authority.

ACARA assesses well-established curriculum frameworks as alternative means of delivering the Australian Curriculum.

Alternative curriculum frameworks intended for implementation, or currently being implemented by schools, must be approved by ACARA and included on the recognition register on the ACARA website (section 42 of the Regulation).

For more information about the Recognition register, including implementation timelines for states and territories, read the Alternative Curriculum recognition register.

Question 2: Student Background Characteristics Data Collection and Reporting

For the previous school year, did your school/s collect and report information on the gender of the student, Indigenous status of the student, socioeconomic background (parental education and occupation), and language background of all students?

Why is information on student background characteristics collected?

Nationally consistent and comparable data improves reporting quality and accuracy. Governments use student background characteristic data for monitoring progress towards achieving national goals and targets.

All Australian governments (state and territory governments and the Australian Government) have committed to raising the educational attainment of all Australian students. The goal is to reduce the impact disadvantage can potentially have on a student's academic performance. Sources of disadvantage include:

- socioeconomic background

- Indigenous status

- language background

- refugee or humanitarian status

- geographic location.

What information do we need to collect and report for student background characteristics?

For each student, you need to collect information on the:

- gender

- Indigenous status of the student

- parental school education

- parental – non-school education

- parental occupation group

- languages other than English spoken at home.

Procedures and forms are detailed in the ACARA Data Standards Manual: Student Background Characteristics.

Should we read the ACARA Data Standards Manual: Student Background Characteristics?

Yes. The Data Standards Manual: Student Background Characteristics contains detailed guidance to collect student background information for schools and school systems.

How do schools collect this information?

There are a range of ways that the student background data can be collected. Your school is required to have mechanisms in place to collect the data in accordance with all relevant requirements.

For more detailed information please refer to ACARA's Data Standards.

Where can we get more help?

The ACARA Data Standards Manual provides complete details, including the names and contact details of people who can help in your school sector.

Question 3: Student Reports

For the previous school year, did your school/s provide parents and carers of students in years 1 to 10 with reports on student achievement for each subject using A to E or an equivalent scale?

What if my schools do not deliver education to students in years 1–10?

For Approved Authorities whose school/s do not deliver education to students in years 1–10, you can select 'do not deliver' for question 3. This only applies to Approved Authorities whose schools only deliver education to years 11 and 12.

What are the requirements for providing the student reports to parents?

The requirements for student reporting are set out in section 59 of the Regulation.

Under section 59 of the Regulation, an Approved Authority for a school must provide a report to each person responsible for the student. For students from years 1 to 10, the report must report on the student's achievement:

- reported as A, B, C, D or E (or on an equivalent 5-point scale) for each subject studied
- clearly defined against specific learning standards or containing information that the Minister determines equivalent
- as an accurate and objective assessment of the student's progress and achievement.

What about students with disabilities?

Parents/carers/guardians of children with disability should continue to receive a report of their child's progress against their individual learning program reports (or equivalent).

If you have provided individual learning program reports to parents/carers/guardians of students with disability, and the required A to E student reports in all other cases, then you can answer 'yes' to this question.

Do reports have to be exclusively labelled as A, B, C, D, and E?

Schools are not required to assign A to E grades in a particular way, such as on a normal distribution (i.e. a 'bell curve'). For example, all students in a cohort could be given the same grade if they all meet the same requirements for the appropriate learning standard.

Schools can label reports using an equivalent 5-point scale or approved variation. For example, a scale of 'Outstanding', 'High', 'Sound', 'Basic', 'Limited' meets the requirements but must include a description of what is expected at each level.

Individual schools/systems may determine how grades are both defined and allocated. Schools also have the additional flexibility to use interim categories (for example, 'B+'), or more than 5 categories (for example, International Baccalaureate schools use a 7-point scale). A 5-point scale is the minimum requirement.

Schools can also include additional information in the student report.

Is a student report template available?

The department does not provide student report templates. However, common school report card templates are used in state and territory government school systems, some Catholic school systems, and some independent school systems.

Why do I need to report against Achievement Standards? Our school/s already provides readily understandable reports to parents/carers

An Achievement Standard accompanies each learning content area in the Australian Curriculum. The Achievement Standard refers to the quality of learning – the depth of understanding, extent of knowledge and sophistication of skill – demonstrated by students within a given subject.

The Achievement Standards provide a nationally consistent reference point for all teachers when assessing and reporting student outcomes and progress. ACARA has also compiled a national common set of annotated student work samples. These work samples assist teachers to make judgments about student progress toward the Achievement Standard.

Further background about the use of Achievement Standards

Teachers may use Achievement Standards:

- at the beginning of a learning period – to find out what skills and knowledge an individual student brings to a new topic – to select the most appropriate content to teach
- at the end of the learning period, to assess student learning and development
- at the end of a reporting period, to determine what each student has learnt relative to the Australian Curriculum.

Question 4: Participation in the National Assessment Program (NAP)

For the previous school year, did your school/s participate in the NAP?

This question refers to the requirements under section 77(2)(c) of the Act and Section 43 of the Regulation. Your school/s may not have had to participate in all the assessments that the NAP consists of. Please consider the assessments that your school/s were required to participate in for the 2022 school year when answering Question 4.

If your school/s are exempt from participating in NAP, please select 'exempt' for question 4 and provide further details about why your school/s are exempt in your response. This will ensure the department can suitably assess your response.

What is the NAP?

The NAP measures how governments, education authorities, schools and the community can determine whether young Australians are meeting important educational outcomes. Participation in the NAP provides valuable data at the school level for the student and teacher, but also adds to the national evidence base to inform school education policy and support national policy initiatives. It consists of 4 domestic assessments and 3 international assessments that education ministers have agreed Australian students should sit. The 4 domestic assessments include:

- the National Assessment Program – Literacy and Numeracy (NAPLAN) census test.
An annual, nationwide assessment for students in Years 3, 5, 7 and 9. Parents, teachers, schools, education authorities, governments and the broader community can determine whether young Australians are developing literacy and numeracy skills – which provide the critical foundation for other learning, and their productive and rewarding participation in the community

- three NAP sample assessments for students in Years 6 and 10 in selected schools, held on a rolling 3-yearly basis:

    - Civics and Citizenship (NAP-CC)
    - Science Literacy (NAP-SL)

- Informational Communication Technology Literacy (NAP-ICTL).

Three international sample assessments for students in a sample of schools:

- the Programme for International Student Assessment (PISA), conducted every 3 years, which tests 15-year-olds in reading, mathematical and scientific literacy
- the Trends in International Mathematics and Science Study (TIMSS), conducted every 4 years, which tests Year 4 and Year 8 mathematics and science
- the Progress in International Reading Literacy Study (PIRLS), conducted every 5 years, which tests Year 4 literacy.

Need more help?

We are here to help. Contact us by:

- email at compliancehelpline@education.gov.au
- phone on 1800 677 027 (option 6)
- submitting a 'new support request' to the SchoolsHUB Help and Support help desk.