2025 Compliance Certificate Reporting Guide

This reporting guide is to provide practical assistance for selected approved authorities to complete the Compliance Certificate on SchoolsHUB.

If your school(s) is selected for the 2025 Compliance Certificate (for the 2024 school year), the approved authority will be notified in August 2025.

Overview of 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 on behalf of their school(s).

The Compliance Certificate provides a level of assurance to the Department of Education (the department) that approved authorities for schools 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 Regulations 2023* (the Regulations).

Visit the Compliance Certificate page on SchoolsHUB for more information.

Key dates

The 2025 Compliance Certificate collection opens on SchoolsHUB at **9:00am AEST on Monday 11 August 2025**.

Selected approved authorities must submit the Compliance Certificate by **5:00pm AEST on Friday 26 September 2025**.

SchoolsHUB access

To apply for SchoolsHUB access or for more information on user access to SchoolsHUB for the Compliance Certificate, visit the Using SchoolsHUB page.

The Compliance Certificate questions

Question 1: The Australian Curriculum

For the previous school year, did your school(s) implement:

a) the Australian Curriculum – teach, assess and report on student achievement using the content and standards in the curriculum, or
b) another curriculum recognised as comparable by the Australian Curriculum, Assessment and Reporting Authority (ACARA) and included in ACARA's Recognition Register?

What curriculum or learning should schools be implementing?

In 2010, the Australian Curriculum was released for students enrolled in Foundation to Year 10 across all states and territories.

A new version (Version 9.0) of the Australian Curriculum for Foundation to Year 10 was endorsed by all education ministers in 2022 and has been progressively implemented by states and territories from 2023 according to their own timelines.

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
- Languages.

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. This means if you are delivering the state or territory curriculum relevant to your school location, you will be considered as delivering the Australian Curriculum.

Where to 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.

Is it okay to deliver an alternative curriculum?

Yes, provided that alternative curriculum has been recognised as comparable by ACARA.

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 Regulations).

For more information about the recognition register, including implementation timelines for states and territories, visit 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, Indigeous status of the student, socioeconomic background (parental education and occupation), and language background of all students?

Why is information on student background characteristics collected?

Student background data is collected for a number of purposes, including:

- Reporting student and school characteristics on *My School*
- Comparing like students when reporting NAPLAN results on *My School*
- Determining socio-educational advantage for calculation of ICSEA and SEA quarters for reporting on *My School*
- Providing the department with school level estimates derived from student background data which is used to determine funding for:
    - Socio-educational disadvantage loading
    - low English proficiency loading
    - Aboriginal and/or Torres Strait Islander student loading.

Further information can be found in the ACARA data standards manual.

What information needs to be collected and reporting for student background characteristics?

For each student, you need to collect information on:

- Gender
- Aboriginal and/or Torres Strait Islander status
- Parental school education
- Parental non-school education
- Parental occupation
- Languages other than English spoken at home

Procedures and forms are detailed in the ACARA Data standards manual: Student background characteristics. It is recommended you read this manual as it contains detailed guidance on collecting student background information for schools and school systems.

How do schools collect this information?

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

For more detailed information, refer to ACARA's data standards.

The [ACARA data standards manual](#) provides further details, including contact details for supports 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 school does not deliver education to students in years 1 to 10?

For approved authorities whose school(s) do not deliver education to students in years 1 to 10, select the 'do not deliver' option in response to Question 3. This only applies to approved authorities whose schools deliver education to Foundation, or years 11 and 12 only.

What are the requirements for providing student reports to parents?

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

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

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

What about students with disabilities?

Parents, guardians, carers or associates 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 or guardians of students with disability, and the required A to E student reports in all other cases, then you can answer 'yes' in response to Question 3.

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' and 'Limited' meets the requirements but must include a description of what is expected at each level.

Individual schools or 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 is reporting against Achievement Standards needed? Our school(s) already provide readily understandable reports to parents and 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.

Need more help?

If you require further assistance, contact the department by:

- emailing compliancehelpline@education.gov.au
- submitting a support request through SchoolsHUB.