

**MONITORING AND EVALUATION OF THE  
AUSTRALIAN CURRICULUM**

November 2013

[www.acara.edu.au](http://www.acara.edu.au)

**© Australian Curriculum, Assessment and Reporting Authority 2013**

This work is copyright. You may download, display, print and reproduce this material in unaltered form only (retaining this notice) for your personal, non-commercial use or use within your organisation.

All other rights are reserved. Requests and inquiries concerning reproduction and rights should be addressed to:

ACARA Copyright Administration, ACARA  
Level 10, 255 Pitt Street  
Sydney NSW 2000

## INTRODUCTION

1. The Australian Curriculum, Assessment and Reporting Authority (ACARA) is committed to a process of curriculum development and renewal that focuses on providing world-class curriculum to enhance educational outcomes for all young Australians.
2. The development of the Australian Curriculum by ACARA is guided by the *Melbourne Declaration on Educational Goals for Young Australians*, the *Shape of the Australian Curriculum (v4.0)*, the *Curriculum Design Paper (v3)* and the *Curriculum Development Process (v6)*.
3. ACARA's curriculum development and renewal process is described in the *Curriculum Development Process (v6)*. ACARA is committed to a process that:
  - a) is based on agreed curriculum design principles
  - b) involves high-level curriculum expertise nationwide
  - c) provides opportunities for national consultation
  - d) establishes achievable timelines with available resources
  - e) ensures high-quality curriculum documents.
4. The process of curriculum development and renewal involves four interrelated phases; shaping, writing, implementation and monitoring and evaluation. In the monitoring and evaluation phase ACARA is focused on monitoring the effectiveness of the curriculum and not its implementation.
5. ACARA acknowledges that state and territory education authorities are responsible for curriculum implementation and the quality of teaching and learning and that various implementation timelines and approaches exist across Australia.
6. For the curriculum development and renewal process to be effective, partnership between ACARA and education authorities is essential.
7. The monitoring and evaluation processes have been developed initially for the Foundation to Year 10 Australian Curriculum. As discussions continue with state and territory authorities about integration of the senior secondary Australian Curriculum into their local courses, the outcomes of these discussions will also inform what might most usefully constitute an effective monitoring and evaluation strategy for the senior secondary curriculum.
8. The monitoring and evaluation processes have been designed to be flexible enough to be responsive to educational needs and developments that may arise, whilst providing curriculum stability for schools, the community and education authorities. State and territory authorities will continue to implement curriculum changes in accordance with their established processes and procedures.

## MONITORING

9. Monitoring refers to ACARA's identification and recording of feedback about the effectiveness of the Australian Curriculum and the reporting of these findings to the ACARA Board on an annual basis.
10. Monitoring provides the opportunity to scan and collect available data about the use of the Australian Curriculum in a systematic and responsive manner.
11. ACARA acknowledges the benefit for schools of a period of curriculum stability after initial publication.
12. The sources of available data for monitoring purposes could include:
  - a) feedback noted during the normal course of ACARA's interaction with stakeholders (individuals and groups) through meetings, correspondence, conference attendance and presentations and through national meetings of state and territory education authorities
  - b) reports, advice and information from education authorities who have used their own consultation and feedback mechanisms and aggregated advice from teachers
  - c) commentary on the curriculum drawn from mechanisms such as feedback buttons on the Australian Curriculum website, through the Scootle Community and trend data generated through the use of the Australian Curriculum website
  - d) media scans, including social media, of commentary on the Australian Curriculum from stakeholders such as professional associations, teachers, students, parents and industry/community
  - e) any national trends emerging over time that might indicate a need for review of the curriculum from test results including NAPLAN and NAP sample testing programs
  - f) any implications for curriculum revision that might arise from international test results including PIRLS, TIMSS and PISA
  - g) relevant reviews and research reports
  - h) new national and international knowledge and practice about curriculum design; and contemporary research in discipline and cross-discipline areas, benchmarking reports that compare Australian curriculum with best practice international curriculum and reports upon emerging trends in international research.
13. As part of the annual monitoring process education authorities will be invited by ACARA to contribute advice about the effectiveness of the Australian Curriculum. Education authorities will be reminded in the first quarter of each year that if they wish to submit any monitoring data to ACARA to do so by the end of July.
14. A monitoring report, covering the period July-June, will be developed and submitted for consideration of the ACARA Board in the third quarter of each year. The monitoring report will provide:
  - a) a high level summary of monitoring information including

- sources and sample sizes
  - issues arising across multiple sources
  - issues identified by education authorities as having significant impacts at local or state levels
  - any changes to the Australian Curriculum implemented by state and territory authorities, the reason for the changes as well as any benefits that might accrue from those changes
- b) identification of any substantial issues that may warrant further consideration by the ACARA Board
- c) notification of any editorial corrections or changes to elaborations (also indicated in the curriculum version history on the website).
15. The draft monitoring report will be reviewed by the F- 12 Curriculum Reference Group. The Group will provide advice to the ACARA Board about any issues that may warrant formal evaluation and the proposed timeline for that evaluation.
16. Advice about issues that may warrant formal evaluation will be informed by the need for curriculum stability and the merit of the issue. Advice will take into account:
- a) the significance of the issue for schools across Australia
  - b) benefits for student learning
  - c) the level of support by state and territory education authorities
  - d) the implications for, and availability of resources, to undertake formal evaluation and any revisions that may result from evaluation.
17. The ACARA Board will determine if an identified issue warrants formal evaluation.

## EVALUATION

18. Evaluation refers to the systematic process of reviewing and analysing data to determine what actions, if any, will be taken as a response to an issue identified for evaluation by the ACARA Board.
19. In approving a formal evaluation, the ACARA Board will also approve the terms of reference, timelines and process for the evaluation and the composition of the curriculum advisory group.
20. Whilst any issue identified for evaluation will be significant, the scope of an issue may vary from a shift of content in one learning area from one year to another through to a broader issue such as the need to review the effectiveness of the whole Australian Curriculum.
21. The scope of the identified issue will determine the extent of the evaluation process in terms of the length of time, degree of consultation undertaken and composition of the curriculum advisory group. For example where an issue approved for evaluation is:
- a) narrow in scope, the advisory group may be smaller and convene for a shorter period of time

- b) broad in scope or more complex, the advisory group may be larger and the timelines may occur over an extended period of time. Writers may be required to support the advisory group and any proposed revisions may be subject to public consultation.
22. The curriculum advisory group will include nominated personnel from each state and territory in addition to classroom teachers, academics and teacher educators as appropriate, and ACARA officers.
  23. The curriculum advisory group will be guided by the approved terms of reference and will:
    - a) analyse monitoring data
    - b) advise whether deeper and more detailed investigation is warranted
    - c) request more data if required
    - d) provide advice in relation to that analysis
    - e) develop proposals for curriculum revisions, if any, to be considered by the Board.
  24. An evaluation report, including any recommendations for curriculum revision and implications of the changes for implementation in schools, will be prepared for the ACARA Board upon completion of the evaluation process.
  25. The draft evaluation report and proposals for curriculum revision will be discussed with state and territory education authorities and reviewed by the F-12 Curriculum Reference Group, prior to submission for the consideration of the ACARA Board.
  26. The ACARA Board will submit any endorsed curriculum revisions of the Australian Curriculum content or achievement standards to the Standing Council for approval.
  27. Once approved, revisions to the Australian Curriculum content and achievement standards will be made available prior to the end of the school year in a changes section of the Australian Curriculum website. Teachers and education authorities will have 12 months' notice prior to the changes being incorporated into the main website. States and territories will implement those changes in accordance with their established processes and procedures.