

Curriculum requirements guide – Secondary RoSA

Registration Process for the NSW Government Schooling System Manual (NESA Manual) NESA requirements 4.2.2 – Curriculum for the Record of School Achievement

The curriculum from Year 7 to Year 10 for students who are candidates for the Record of School Achievement (RoSA) must:

- meet the study requirements for each KLA as detailed on the ACE website, and
- be taught in accordance with a syllabus developed by NESA and approved by the Minister.

The requirements for the RoSA are detailed on the ACE website. The ACE website also states the rules and procedures for the RoSA. Schools must refer to these requirements to ensure the eligibility of students for the RoSA credential.

Schools must refer to the ACE website for details of their responsibilities in relation to the requirements for the award of the RoSA, the RoSA curriculum, satisfactory completion of a course and rules concerning attendance and appeals.

The requirements have been classified into the following five curriculum areas to support the department's Curriculum and Policy Monitoring (CPM) assurance process and the voluntary Primary and RoSA Curriculum Self-assessment Surveys:

- [Timetables](#)
- [Scope and sequence](#)
- [Standard of teaching and teaching programs](#)
- [Assessment and reporting](#)
- [Student engagement](#)

Timetables

Requirements	Evidence could include	Discussion points to support requirements	Discussion points to support school improvement
<p>Timetables showing the allocation of time and teachers for each Year/class.</p> <p>The total number of hours allocated to each course. (Registration process for the NSW Government schooling system manual)</p>	<ul style="list-style-type: none"> • class/year timetables • summary of allocated hours across the school • timetables for each student cohort that can be used to calculate hours per year. 	<p>Do timetables meet department requirements and NESA guidelines for the time allocated to teaching each KLA?</p> <p>Does each timetable show:</p> <ul style="list-style-type: none"> • teachers responsible for each lesson • the allocation of time • how is the distribution of allocated time is recorded or monitored if there are blended or integrated lessons? 	<p>Is there alignment between timetables and teaching programs?</p> <p>Who is responsible for creating the timetable?</p> <p>What support has been provided for staff developing timetables?</p> <p>How and when are timetables and curriculum allocations reviewed?</p> <p>Is there a consistent, whole school approach to timetables and curriculum allocation?</p>

Scope and sequence

Requirements	Evidence could include	Discussion points to support requirements	Discussion points to support school improvement
<p>The scope and sequence of learning units/units of work mapped against the content and outcomes of the relevant NESA syllabus for each course. (Registration process for the NSW Government schooling system manual)</p>	<ul style="list-style-type: none"> • Scope and sequence documents 	<p>Does the scope and sequence include the following:</p> <ul style="list-style-type: none"> • title of each unit • sequence of each unit for the year/stage • duration of each unit • syllabus outcomes included in each unit (these are commonly represented by outcomes codes) • any specific-subject requirements (for example, text requirements, student research projects, a site study or time allocated to major aspects of a course) • additional information based on common practice in particular subject areas or particular school requirements. <p>Does the school have scope and sequences for all key learning areas and courses?</p> <p>Is the scope and sequence related to the current calendar year for each year/stage?</p>	<p>How are the syllabus content and outcomes mapped?</p> <p>Does this mapping support continuity of student learning from one concept to the next?</p> <p>What is the process for monitoring the current scope and sequence and who is responsible?</p> <ul style="list-style-type: none"> • Is there a whole school approach? • Is there evidence of monitoring? <p>How do we support staff in using scope and sequence documents to develop units collaboratively?</p> <p>How is syllabus intent incorporated into planning to improve student learning?</p> <p>How is educational continuity for students between year levels and stages of learning ensured?</p>

Standard of teaching and teaching programs

Requirements	Evidence could include	Discussion points to support requirements	Discussion points to support school improvement
<p>Teaching programs for each unit of work for each class that correspond to those identified in the scope and sequence of learning/units of work. (Registration process for the NSW Government schooling system manual)</p>	<ul style="list-style-type: none"> • teaching program for units of work for current year • teaching programs that have been registered and annotated 	<p>Are there teaching programs for all units of work in all KLAs and courses?</p> <p>Do teaching programs correspond to the units of work identified in the scope and sequence for that year?</p> <p>Are the syllabus content and outcomes reflected in the teaching activities?</p> <p>Do all teaching programs contain:</p> <ul style="list-style-type: none"> • unit description • syllabus outcomes • duration • stage or year • range of relevant syllabus content • integrated learning and teaching activities • differentiation catering to the range of student abilities and interests • opportunities to collect evidence of student achievement • subject-specific requirements • resources • reflection and evaluation • adjustments for students with disability, where appropriate <p>Do provisions for disability adjustments and differentiation demonstrate the required focus on 'each child', appropriate to their level of need, across all teaching programs?</p>	<p>How do teaching and learning programs reflect a broad range of teaching and learning opportunities?</p> <p>How is assessment incorporated in teaching programs?</p> <p>What procedures are in place to review, evaluate and improve teaching programs?</p> <p>What procedures are in place to monitor teacher registration of programs?</p> <p>Is there a whole-school approach to developing teaching and learning programs? How is this managed?</p> <p>How is differentiation in teaching, learning and assessment recorded in teaching programs?</p> <p>How are high expectations for differentiation encouraged as common practice and monitored across the school?</p> <p>How is the content of Learning across the curriculum (Cross-curriculum priorities, General capabilities) aligned to the school's curriculum documentation?</p> <p>What procedures are in place to check implementation schedules for, and review of, new syllabuses? Is this documented?</p>

Requirements	Evidence could include	Discussion points to support requirements	Discussion points to support school improvement
<p>Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</p> <p>(Proficient teacher standard descriptor 3.6.2)</p>	<ul style="list-style-type: none"> • teaching programs that have been registered and annotated • teacher day book • school/stage/KLA evaluation • written feedback from school executive regarding evaluation of teaching programs for a stage or year • written reflection on effectiveness of unit/lesson/assessment • lesson observation notes • peer coaching minutes/notes • student conferencing • peer mentoring notes • quality teaching rounds notes and feedback • minutes detailing evaluation at executive/school/stage/year/team meetings 	<p>Is teacher reflection and evaluation evident throughout the teaching program?</p> <p>Does teacher reflection and evaluation focus on the effectiveness of teaching and learning activities?</p> <p>How is teacher reflection and evaluation conducted and recorded?</p>	<p>What procedures are in place to ensure that teacher reflection and evaluation are consistent across teaching and learning activities and programs?</p> <p>How does teacher reflection and evaluation lead to change and improvement?</p>

Requirements	Evidence could include	Discussion points to support requirements	Discussion points to support school improvement
<p>Student work that demonstrates alignment to the teaching programs. (Registration process for the NSW Government schooling system manual)</p>	<ul style="list-style-type: none"> • student workbooks • student work samples from teaching and learning activities • photographs of students engaged in learning activities • photographs representing students' multi-media work • samples of student assessment work 	<p>Are work samples collected for all KLAs and courses?</p> <p>Do the collected work samples relate to the current teaching program?</p> <p>Are student work samples collected from a range of different assessment activities?</p> <p>Do student work samples reflect a range of student achievement?</p> <p>Is there a planned approach to the collection of student work samples across the calendar year?</p> <p>Are all samples dated and stored in an accessible way?</p> <p>Are samples of marked student work representing a range of student outcomes retained for a minimum of two years?</p>	<p>Are student work samples reflective of the syllabus outcomes and content that were identified in scope and sequence documents and teaching programs?</p> <p>What can the standard of quality reflected in student work samples tell us about the effectiveness of our pedagogical practices?</p> <p>How do work samples show evidence of adjustment/ differentiation?</p> <p>How do teachers ensure that student work samples are collected from a variety of student abilities and classes?</p> <p>Do student work samples demonstrate how teaching strategies meet the learning needs of all students?</p> <p>How are student work samples used to provide feedback to students about their progress and achievement?</p> <p>What actions might enhance consistency of teacher judgement in awarding grades based on evidence of learning demonstrated in student work samples?</p> <p>How could student work samples be used to enhance communication with parents/carers regarding student progress and achievement?</p> <p>What whole school procedures are in place to collect and analyse work samples to support a high quality of teaching and learning?</p>

Requirements	Evidence could include	Discussion points to support requirements	Discussion points to support school improvement
<p>Evidence of alignment between NESA syllabuses and the school's curriculum documentation including scope and sequences, teaching programs and assessment plans.</p> <p>(Registration process for the NSW Government schooling system manual)</p>	<ul style="list-style-type: none"> • scope and sequence documents • teaching programs • assessment plan/schedules • assessment tasks • student work samples • assessment record keeping documents • markbooks • outcome mapping sheets 	<p>Is there alignment between syllabus content, outcomes, scope and sequence, teaching programs, teaching activities, assessment schedules and tasks, and student work samples?</p> <p>Do learning programs for each unit of work correspond to those identified in the scope and sequence of learning/units of work for that year?</p> <p>Do the title, length of unit and outcomes of the teaching program match across all documents?</p> <p>Do the student work samples reflect the outcomes taught in the teaching program?</p>	<p>What procedures are used to ensure alignment and consistency across the various elements of the school's curriculum?</p> <p>Who is responsible for ensuring consistent procedures across the whole school, and how do you ensure continuity and improvement over time?</p> <p>How is the monitoring of alignment documented?</p>
<p>Teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements during teaching and learning.</p> <p>Teachers collect and record assessment information to:</p> <ul style="list-style-type: none"> • guide ongoing teaching and learning • monitor and evaluate student progress. <p>(Curriculum planning and programming, assessing</p>	<ul style="list-style-type: none"> • meeting minutes with evidence of student data analysis • NAPLAN, Check-in and Best start analysis. • modifications and adjustments to teaching programs • targeted programs • records of student support, for example, SLSO, EAL/D teacher • outcome achievement tracking • internal and external assessment data 	<p>How are student achievement records analysed?</p> <p>Are both internal and external achievement data analysed?</p> <p>How is the school's analysis of student achievement data used to inform teaching and learning to engage students?</p> <p>When and how are modifications and adjustments used to improve the teaching program?</p> <p>What strategies are employed to maintain/increase student engagement across the curriculum and how is this recorded in teaching programs?</p>	<p>Is there a whole school procedure around the collection and analysis of student achievement data?</p> <p>Are all teachers involved in the collection and analysis of student achievement data?</p> <p>Are whole school trends identified and communicated to staff?</p> <p>Is data used effectively to inform strategic improvement planning, in order to meet improvement measures and school targets?</p> <p>What procedures ensure teaching and learning programs are dynamic and show evidence of revisions based on feedback, student assessment and continuous tracking of student progress?</p>

Requirements	Evidence could include	Discussion points to support requirements	Discussion points to support school improvement
and reporting to parents K-12 policy)	<ul style="list-style-type: none"> • student work samples • formative assessment records • teacher assessment records/books • student self-evaluations • student plans (e.g. PLP, IEP, PLaSP) 		<p>How is students' learning monitored to ensure they are continually challenged to maximise learning?</p> <p>Are students afforded opportunities to revisit outcomes across each stage?</p> <p>How is assessment information used to provide effective feedback to students providing relevant, explicit, ongoing, constructive and actionable information about their performance in line with learning outcomes from the syllabus?</p>
The Department and/or school must have resources and equipment available for providing the required KLAs/courses. (Registration process for the NSW Government schooling system manual)	<ul style="list-style-type: none"> • teaching program • equipment/resource register • textbook register • photographs 	<p>How do teachers know what resources are available to support teaching and learning?</p> <p>What processes are in place to ensure that the resources and equipment required for teaching programs are evaluated and funded in advance?</p>	<p>How is the annual school resource allocation used to improve student learning outcomes for KLAs/courses?</p>

Assessment and reporting

Requirements	Evidence could include	Discussion points to support requirements	Discussion points to support school improvement
<p>Assessment policies and procedures which comply with the requirements documented on the ACE website and NESA Official Notices. These policies should include statements of school procedures and records relating to the allocation of grades in each Year 10 course.</p> <p>Confirmation that the school has policies for disability provisions in accordance with the ACE website.</p> <p>(Registration process for the NSW Government schooling system manual)</p>	<ul style="list-style-type: none"> • assessment schedule/plan • school policy implementation or procedure documents • markbooks • assessment records • school handbook • assessment grids/ rubrics • student work samples • outcome achievement recording and monitoring • internal and external assessment data • student grade tracking/data analysis • assessment data • formative assessment records 	<p>Do school assessment procedures comply with the requirements documented on the ACE website and in NESA Official Notices?</p> <p>How do teachers collect and record assessment information to:</p> <ul style="list-style-type: none"> • guide ongoing teaching and learning • demonstrate achievement of outcomes • monitor and evaluate student progress • report achievement to parents and relevant authorities in line with school requirements and department policy? <p>What are the processes for designing assessment strategies that are incorporated into teaching programs to meet the needs of all students within the classroom?</p> <p>How does the school ensure assessment strategies are valid and reliable?</p> <p>How is the allocation of grades in each Year 10 course recorded and stored?</p> <p>Are student work samples that represent the upper, middle and lower range of the cohort, which include an indication of the A to E grade, retained for each Year 10 course?</p> <p>Are there documented procedures for disability provisions?</p>	<p>What processes are used to ensure a variety of assessment strategies are included in the assessment plan/schedule?</p> <p>How are school assessment procedures, including disability provisions, clearly communicated to staff, students, parents/carers?</p> <p>How are staff supported to ensure consistency of marking and applying consistent teacher judgement when monitoring student learning and providing feedback?</p> <p>How do learning programs indicate adjustments to assessment for students impacted by disability and do these reflect the adjustments made to support the student's learning?</p> <p>What process is in place to monitor NESA official notices and adjustments to the ACE website?</p> <p>How is the timing of assessment tasks within the school monitored to ensure fair distribution of workload for students?</p> <p>Are processes used for allocating grades and disability provisions implemented consistently across the school?</p>

Requirements	Evidence could include	Discussion points to support requirements	Discussion points to support school improvement
<p>An overview of the process for reporting student achievement. (Registration process for the NSW Government schooling system manual)</p>	<ul style="list-style-type: none"> • template for reporting to parents/carers • student report samples • flowchart of the reporting process for all staff • policy implementation documentation • school handbooks • meeting minutes • markbooks 	<p>How does the school process for reporting student achievement ensure:</p> <ul style="list-style-type: none"> • the components of the formal report meet Policy standards • written reports are provided to parents/carers at least twice per year • formal and informal opportunities for parents/carers to receive information about and discuss their child's learning? <p>Was the process developed in consultation with, and communicated to, staff, students and parents/carers?</p> <p>Who is responsible for ensuring that the school's reporting process is aligned to current department policy?</p> <p>How does the school provide information on how a student's achievement compares with their peer group, when requested by parents/carers?</p> <p>How does the school disseminate reports from external assessment programs to parents/carers and, as appropriate, provide opportunity for discussion with teachers?</p> <p>How does reporting focus on a student's individual student learning progress in a way that supports parents/carers to understand how their child is making progress and what can be done to support their learning growth?</p>	<p>How do procedures ensure student reports are personalised and contain information about student learning, growth, next steps and improvement measures, supported by relevant data?</p> <p>Are the reporting procedures reviewed regularly and do they take parent feedback into consideration, in order to enhance reporting?</p> <p>How is data used to inform collective decisions about student learning, aligned with improvement measures detailed in the school plan?</p>

Student engagement

Requirements	Evidence could include	Discussion points to support requirements	Discussion points to support school improvement
<p>Quality of student learning, including the standard of teaching and student engagement in learning</p> <p>(Registration process for the NSW Government schooling system manual page 8)</p>	<ul style="list-style-type: none"> • annotated teaching programs • PLPs / IEPs • teacher day books • lesson plans • LST minutes • record of parent/teacher/student meetings • digital records of student adjustments, for example, Sentral • School/ stage/ year meeting minutes • samples of student work • records of student support, for example, SLSO, EALD teacher, AEO • monitoring of achievement through progressions, frameworks or other associated data (for example, attendance) • targeted programs • National Consistent 	<p>What is the procedure for identifying individual student needs?</p> <ul style="list-style-type: none"> • How do staff access and/or use this information? • Who is responsible for ensuring this information is aligned, shared and updated? <p>How is learning supported by reasonable adjustments and teaching strategies tailored to meet individual needs?</p> <p>How are adjustments for individual students identified in IEP/PLP's embedded in teaching programs?</p> <p>Is there documented evidence that the learning needs of students from a variety of backgrounds are being met?</p> <p>How are teaching activities developed with differentiated strategies to meet the specific learning needs of students across a range of abilities?</p> <p>How do teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement (both to support learning or increase challenge)?</p> <p>Does the school plan curriculum and develop teaching programs that are consistent with the:</p>	<p>How are challenges around student engagement identified?</p> <p>What strategies or programs have been implemented to support student engagement?</p> <p>Do the school's procedures for designing and implementing IEP/PLP include:</p> <ul style="list-style-type: none"> • community consultation • disseminated to all staff • evidence of adjustment • evidence of differentiation within teaching programs? <p>How is evidence of learning adjustments made for students with disability reported through the National Consistent Collection of Data (NCCD)?</p> <p>What alternate learning programs are offered to students?</p> <p>How do teachers implement effective teaching strategies that respond to the local community, cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students?</p> <p>How do teachers design and implement teaching strategies that are responsive to the learning strengths and needs of</p>

Requirements	Evidence could include	Discussion points to support requirements	Discussion points to support school improvement
	<p>Collection of Data (NCCD)</p> <ul style="list-style-type: none"> • TTFM engagement measures from Student surveys. 	<ul style="list-style-type: none"> • Education Act 1990 • Disability Discrimination Act 1992 • Disability Standards for Education 2005 • Disability Strategy 2019 • NSW Education Standards Authority (NESA) syllabuses • NESA credentialing requirements • Multicultural education policy • Aboriginal Education Policy <p>How does the school ensure inclusive teaching practices that recognise and respect the cultural, linguistic and religious backgrounds of all students, and that promote an open and tolerant attitude towards cultural diversity, different perspectives and world views?</p>	<p>students from diverse linguistic, cultural, religious and socio-economic backgrounds?</p> <p>How have whole school targeted strategies been used to increase student engagement?</p> <p>Are there specific measures of engagement identified in TTFM (or similar) data that could be a focus for school improvement?</p>

Further information and supporting documents:

- [Curriculum, planning and programming, assessing and reporting to parents K-12 policy](#)
- [DoE Developing a scope and sequence](#)
- [Functional Retention and Disposal Authority: FA387](#)
- [High Potential and Gifted Education](#)
- [K-6 Curriculum Requirements](#)
- [Literacy K-12](#)
- [Multicultural Education](#)
- [NESA Advice on units](#)
- [NESA Advice Scope and Sequence](#)
- [NESA Five year monitoring plan](#)
- [NESA Registration process for the NSW government schooling system manual](#)
- [NESA Sample units](#)
- [NESA Scope and Sequence sample](#)
- [Numeracy K-12 Policy](#)
- [People with Disabilities - Statement of Commitment](#)
- [Sample scope and sequence evaluation tool](#)
- [School day fact sheet](#)
- [School Excellence Framework v2](#)
- [Sport and Physical Activity](#)
- [The Australian Professional Standards for Teachers](#)