About the DECD Standard of educational achievement

The DECD Standard of educational achievement makes clear the expected level of progress and achievement for every child and student in DECD preschools and schools. This Standard has been determined in consultation with a wide range of educators and professional associations. Data related to the Standard is useful in review and improvement processes which support educators to determine appropriate intervention that will lift educational achievement for all children and students.

The Standard is supported by information for focussing on progress and achievement in relation to:

- standards reference
- expected achievement
- data sets
- progress indicators.

The standards reference identifies the curriculum standards against which learner progress and achievement are monitored and assessed.

The expected achievement identifies levels against which preschools and schools are able to consistently monitor learner progress and achievement across the curriculum and at all year levels.

The data sets identify sources which provide information that enables teachers and leaders to make informed decisions about teaching, learning and assessing to support individual learners and site planning for improvement.

Progress indicators determined by teachers as they work with learners alongside the standards reference and expected achievement levels, can be used for negotiating next steps in teaching and learning and for making decisions about intervention for improvement.

| RESOURCES |

The Standard of educational achievement will be supported by resources for use by leaders in identifying the quality and effectiveness of teaching and leadership that enables children and students to achieve the DECD standard of educational achievement. These resources are being developed in consultation with leaders as use of the Standard is monitored and evaluated in preschools and schools.

Additional resources which aim to support teaching and leadership improvement include:

- The Australian Children's Education and Care Quality Authority: National Quality Standard (NQS)
- The Australian Professional Standards for Teachers and the Australian Professional Standard for Principals
- Teaching for Effective Learning framework
- Teaching for Effective Learning: the Compass
- Teaching for Effective Learning: the Leader's Core
- DECD Aboriginal Strategy 2013 - 2016
- SACE improvement tools

Using standards data

In contextualising the use of standards data to improve learning and in self-review processes for improving performance, sites will reflect on the relevant achievement data, the important place of teacher judgement underpinning that data and the quality of teaching and leadership in providing for learner progress and achievement.

| DATA |

The main purpose of gathering standards data is for sites to analyse learner progress and achievement. This can help to determine individual and site intervention and improvement priorities. Learner achievement data is also a significant component of self-review and external review processes.

| CONSISTENT TEACHER PROFESSIONAL JUDGEMENT AND MODERATION |

Teacher professional judgement is the basis for making decisions about learner achievement and progress against the Early Years Learning Framework (EYLF) outcomes, curriculum achievement standards and SACE performance standards. This judgement is applied through day-to-day teaching and learning, through assessment practices and in assigning A – E grades in Year 1–Year 10 for reporting on progress and achievement to parents/carers. Teacher professional judgement, which may be supplemented by the use of standardised assessment data, is validated through quality assurance processes including collaborative moderation.

| QUALITY TEACHING AND LEADERSHIP |

International and national research clearly identifies that two strong determinants in child and student educational achievement are the quality and effectiveness of the teaching and of the leadership provided in our preschools and schools. Data related to the Standard of educational achievement will be reviewed in relation to the quality and effectiveness of preschools and schools and to account for the quality of the education that sites provide to learners.

Children and students with learning plans

Learning plans are used to document the educational needs and priorities of identified children and students, along with any curriculum adjustments that may be negotiated in relation to their learning needs. For children and students with learning plans, achievement and progress will be measured against one of the following:

- the DECD Standard of educational achievement and the related standards reference and data sets
- the DECD Standard of educational achievement and the expected achievement against adjusted standards references and data sets
- specific learning goals which are negotiated within the context of the curriculum appropriate for the child or student's age.

| FOR FURTHER INFORMATION |

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Standard: DECD Standard of educational achievement March 2015

All children and students progress and achieve at or above their year appropriate* level.

STANDARD OF EDUCATIONAL ACHIEVEMENT
in the Department for Education and Child Development

The Department for Education and Child Development Standard of educational achievement sits within the context of the DECD vision of a high performing system that improves the educational attainment and wellbeing of South Australia's children and young people.

The Standard of educational achievement will be used by all government preschools and schools in monitoring educational progress and achievement for all children and students.

This brochure provides clarity and consistency towards a common understanding of the information to be used in relation to monitoring achievement of the Standard.

*For a student on a Learning Plan, the plan may identify significantly differentiated curriculum at a level other than that of the year level in which she or he is placed, for one or more learning areas. A student achieving a "C" aligned to a lower achievement standard level would be progressing and achieving at **their** "year appropriate" level. That student would be achieving the DECD Standard of educational achievement.

Government of South Australia
Department for Education and Child Development

Department for Education and Child Development Standard of educational achievement

ALL CHILDREN AND STUDENTS PROGRESS AND ACHIEVE AT OR ABOVE THEIR YEAR APPROPRIATE LEVEL.

	Preschool	Reception to Year 10	Senior Years
Standards reference	Early Years Learning Framework Outcomes	Curriculum Achievement Standards	SACE Performance Standards SACE Board recognised learning
Expected achievement	Progress against Early Years Learning Framework Outcomes Progress against the Indicators of Preschool Numeracy and Literacy[†]	**Satisfactory achievement of the Australian Curriculum Foundation standard in each learning area/subject** (Reception) **Achievement at 'C' or above in each Australian curriculum learning area/subject (Year 1 – Year 10)** Australian curriculum achievement standard data are supplemented by reference to the following literacy and numeracy achievement: NAPLAN Proficiency Bands/ PAT-R Comprehension and PAT Maths scale scores/ Running Records Broadband Levels	Achievement of a 'C' or above in SACE subjects Credit awarded for SACE Board recognised learning

Expected achievement – Reception to Year 10 detail:

NAPLAN Proficiency Bands	PAT-R Comprehension scale score[‡]	PAT Maths scale score[‡]	Running Records (RR) Broadband Levels (instructional reading levels – seen texts September levels)
Year 3: Band 3 or above	Year 3: 100 or above	Year 3: 40 or above	
Year 5: Band 5 or above	Year 4: 110 or above	Year 4: 45 or above	
Year 7: Band 6 or above	Year 5: 115 or above	Year 5: 50 or above	
Year 9: Band 7 or above	Year 6: 120 or above	Year 6: 54 or above	
	Year 7: 124 or above	Year 7: 55 or above	
	Year 8: 127 or above	Year 8: 58 or above	Reception: 5 or above
	Year 9: 130 or above	Year 9: 60 or above	Year 1: 15 or above
	Year 10: 135 or above	Year 10: 62 or above	Year 2: 21 or above

[†]Familiarisation: 2015.
Full implementation: 2016.

[‡]In a national sample, 77% of students in each year level achieved this PAT scale score. PAT and RR levels will be reviewed annually.

	Preschool	Reception to Year 10	Senior Years
Data sets	Locally moderated and validated data against: • Early Years Learning Framework Outcomes • Indicators of Preschool Numeracy and Literacy[†] • Respect Reflect Relate Observation Scales (Consultation with practitioners for further development during 2015.)	Locally moderated and validated school based curriculum achievement standards data and NAPLAN Numeracy and Literacy data PAT-R Comprehension and PAT Maths data Running Records data	SACE subject achievement data SACE recognised learning data SACE completion data
Progress indicators	Progress against Early Years Learning Framework Outcomes Progress against the Indicators of Preschool Numeracy and Literacy[†]	Progress toward Australian Curriculum achievement standards in each learning area Reception to Year 10 Progress indicated by NAPLAN results Numeracy and literacy progress against PAT-R Comprehension and PAT Maths scale scores Progress against Running Records instructional reading levels Australian Curriculum Literacy and Numeracy General Capability learning continua	Progress towards SACE subject achievement Progress towards SACE recognised learning Progress towards SACE completion