



The process of recognition

**For the recognition of alternative curriculum and/or reporting
on student achievement**

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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**PROCESS OF GAINING RECOGNITION OF AN ALTERNATIVE CURRICULUM
(AND/OR REPORTING ON STUDENT ACHIEVEMENT) THAT ALIGNS WITH THE
WESTERN AUSTRALIAN CURRICULUM AND ASSESSMENT OUTLINE**

1. INTRODUCTION

The following information is provided to explain the process for gaining recognition of a curriculum (and/or reporting on student achievement) that aligns with the *Western Australian Curriculum and Assessment Outline* (the *Outline*) as per the *School Curriculum and Standards Authority Act 1997* and to assist organisations in preparing for submissions to the School Curriculum and Standards Authority¹ (the Authority)

These procedures provide organisations with a framework of questions to be addressed with supportive documentation so that an assessment can be made by the Authority.

2. LEGISLATION

The functions of the Authority, particularly in relation to curriculum, assessment and reporting, are detailed in the *School Curriculum and Standards Authority Act 1997*, Sections 9, 11, 12, 14, 15, 19C, 19D, 19E and 19G.

An Alternative Curriculum/Reporting on Student Achievement Recognition Review Panel (the Panel) will work with the Authority's Curriculum and Assessment Committee to assess submissions against the criteria. (See section 4)

3. THE RECOGNITION PROCESS

Step 1: Notification of intention

- 3.1 The proponent formally advises the Authority of its intention to seek State recognition of a curriculum (and/or reporting on student achievement) using the Authority's **Notice of Intention** online application form. This document provides background information about the proponent, the title of the intended curriculum, and the proposed points for comparison between this curriculum (and/or reporting on student achievement) and the *Outline*.
- 3.2 The Authority provides information about the recognition process and provides the **Submission** online application form and timeline to the proponent.

Step 2: Submission developed by proponent

- 3.3 Using the Authority's **Submission** online application form, the proponent briefly outlines how their curriculum (and/or reporting on student achievement) meets the criteria for recognition of aligning with the *Outline*.
- 3.4 Comparative curriculum and achievement standards templates are provided by the Authority. A copy of the school's assessment and reporting policy that is based on the Principles of Learning,

¹'Recognition' means an assessment that a specific curriculum (and/or process to report on student achievement) meets the requirements of the *Western Australian Curriculum and Assessment Outline*.

Teaching and Assessment should be included with the submission. Additional support materials are not necessary and should not be provided unless requested.

- 3.5 The completed **Submission** online application form and curriculum/reporting document(s) are submitted to the Authority who notifies the proponent of receipt of their submission.

Step 3: Review of submission

- 3.6 The Authority convenes the Panel to review the documentation. The Panel is chaired by a member of the Authority's Curriculum and Assessment Committee and comprises members with broad curriculum experience as well as relevant curriculum, stages of schooling and learning area experience. A panel may operate as a whole group or as sub-groups. A core group of the panel is generally retained from year to year to ensure continuity and consistency across submissions.

Note: Submissions that are deemed as minor adjustments to curriculum and/or reporting on student achievement may not require the convening of the Panel and may be approved by the Executive Director, School Curriculum and Standards.

Under exceptional circumstances (e.g. COVID-19, Review of F–10 Australian Curriculum) the Board of the Authority may –

- extend the revision dates. Schools will be notified.
- accept and progress submissions in a streamlined process that does not involve the online process.

- 3.7 The Panel considers whether:

- the curriculum (and/or reporting on student achievement) meets the criteria (See section 5)
- further information is required from the proponent.

Step 4a: Recommendation for recognition

- 3.8 If the submission is assessed as meeting the criteria, the Panel makes a recommendation to the Curriculum and Assessment Committee that the curriculum be recognised as aligning with the *Outline*. The Curriculum and Assessment Committee will provide a recommendation to the Board.

- 3.9 If recognition is recommended according to item 3.11, the Authority advises the proponent and the Department of Education referring to the version of the curriculum (and/or reporting on student achievement) and learning areas that are assessed as aligning with the *Outline*.²

- 3.10 Any conditions applying to the recognition assessment will be specified by the Panel.

- 3.11 The period of recognition of the curriculum (and/or reporting on student achievement) is for the life of that curriculum (and/or reporting on student achievement) (see section 5) and/or until the current *Outline* is replaced.

²'Recognition' means an assessment that a specific curriculum (and/or process to report on student achievement) meets the requirements of the *Western Australian Curriculum and Assessment Outline*.

3.12 The recognition of the curriculum (and/or reporting on student achievement) is added to the Authority *Register of Recognised Curriculum*, including details of any expected revision date.

Step 4b: Further information required

3.13 If the Panel determines that further information is required, the proponent is advised and given a specified timeframe within which to respond in writing, and/or in person. This step provides the opportunity to identify and address any significant differences between the curriculum (and/or reporting on student achievement) and the criteria for ensuring alignment with the *Outline*.

3.14 The Panel then reconsiders the additional information and decides whether to recommend recognition.

Step 4c: Recognition not supported

3.15 If the submission is assessed as not meeting the criteria, the Panel recommends to the Curriculum and Assessment Committee that the curriculum (and/or reporting on student achievement) not be recognised as aligning with the *Outline*.

3.16 If the recommendation to not recognise the curriculum (and/or reporting on student achievement) as aligning with the *Outline* is accepted by the Curriculum and Assessment Committee, the Authority advises the proponent.

3.17 There is no right of appeal by the proponent.

4. CRITERIA FOR RECOGNITION

4.1 The submission for recognition of a curriculum (and/or reporting on student achievement) that aligns with the *Outline* should briefly address the extent to which it aligns with the *Alice Springs (Mparntwe) Education Declaration*, specifically the expectations described within the second goal –

- assist students in becoming confident and creative individuals
- successful lifelong learners and active and informed members of the community
- taking account of the elaboration of this goal on pages 6 to 8 of the Alice Springs Declaration.

4.2 Within the curriculum and achievement standards templates and the school's assessment and reporting policy, proponents should demonstrate the extent to which the proposed curriculum aligns with the principles and guidelines outlined in the *Outline*. In particular, proponents need to demonstrate the extent to which their curriculum:

- makes clear to teachers what is to be taught, and to students what they should learn and what achievement is expected of them
- builds on the assumptions that all students can learn and sets high standards that apply to all learners while acknowledging the different rates at which students develop
- connects with and builds on the *Early Years Learning Framework* (if at the appropriate level)
- helps to prepare all young Australians to become fulfilled and competent citizens and workers
- provides students with an understanding of the past that has shaped the society, culture and environment in which they are growing and developing, and with knowledge, understanding and skills that will help them in future.

- 4.3 Proponents need to demonstrate the extent to which the proposed curriculum provides for students to learn the curriculum content (knowledge, skills and understanding), and achieve the achievement standards described in the *Outline*.

Direct comparisons should be made between the *Outline* and the curriculum submitted for recognition in relation to relevant points across year levels. These comparisons will:

- demonstrate the similarities and differences that exist between the curriculum content of the two documents, with an explanation of how the gaps are addressed, and why different content is valued by the proponent
- demonstrate the similarities and differences in standards of achievement expected of students, with an explanation of any differences in these standards and how the gaps will be addressed.

- 4.4 Proponents should provide detail in their assessment and reporting policy about how student achievement will be reported to parents, with reference to the requirements of the *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy*. Proponents need to demonstrate the extent to which their reporting on student achievement process:

- meets the requirement of and is comparable with the requirements outlined within the *Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy*
- enables student achievement to be reported against (or be comparable with) the achievement standards within the *Outline* for the year level of students.

5. REVIEW OF RECOGNITION

- 5.1 Recognition of a curriculum as aligning with the *Outline* is based on a specific version of the curriculum (and/or reporting on student achievement) and resubmission is required should that curriculum (and/or reporting on student achievement), or the *Outline* be changed. If the basis of recognition were to change, application can be made to the Authority to review the recognition status. The review process involves consideration of whether there were any changes to the terms and facts of the original submission. If there were changes, the Authority may determine that recognition no longer applied.

6. ROLES AND RESPONSIBILITIES

6.1 School Curriculum and Standards Authority

The Authority will be responsible for:

- developing, publicising and reviewing the recognition process
- providing information about the assessment process and documentation to support submissions being made
- establishing and conducting an annual program for receipt and assessment of submissions for recognition, providing one review process opportunity per year unless exceptional circumstances occur
- convening the Panel (including reasonable costs of time, travel and so on) to review submissions
- advising proponents of the outcome of the review process
- advising the Department of Education of curriculum (and/or reporting on student achievement) that has been recognised, including relevant publishing details so that the curriculum (and/or reporting on student achievement) can be identified.

6.2 Proponent

Proponents will be responsible for:

- accessing necessary information to guide the development of the submission
- preparing and submitting the application for recognition, including the provision of sufficient publishing details if applicable to readily identify the curriculum (and/or reporting on student achievement)
- responding to requests made by the Authority for additional information where required.