



## P–12 curriculum, assessment and reporting framework



1301170 2014 - Photographic Line

## Statement of intent

The *P–12 curriculum, assessment and reporting framework* specifies the requirements for each Queensland state school in delivering the curriculum from Prep to Year 12.

The framework is accompanied by a series of documents which inform schools' delivery of a quality curriculum that optimises learning for all students from Prep to Year 12.

The framework is based on the assumption that every student can learn and that responding to the particular learning needs of students is central to teaching.

In implementing the *P–12 curriculum, assessment and reporting framework* Queensland state schools:

- provide students with the required curriculum
- assess, monitor and capture student achievement
- set high expectations for each student and respond effectively to their current levels of achievement and differing rates of learning
- prepare students to exit schooling with the foundation for successful lifelong learning and participation in the community
- keep parents and students informed of the student's achievement throughout their schooling.

Revised April 2014

## Requirements for Queensland state schools

The following are requirements for curriculum provision, assessment and reporting to parents. These apply to Queensland state primary, secondary and special schools from Prep to Year 12.

# 1

## Curriculum provision

### 1.1 Curriculum to implement

Schools:

- a) Implement the Australian Curriculum informed by *State Schools implementation of Phases 2 & 3 Australian Curriculum F (Prep) – 10, Recommended curriculum time allocations for Queensland state schools — 2014–2016* and *Languages in Queensland State Schools*.
- b) Implement the remaining Queensland curriculum in 2014 and 2015.
- c) Teach Queensland modern cursive script in implementing the *Australian Curriculum: English* content descriptions relating to Handwriting in F (Prep) to Year 7.
- d) Use Standard Australian English as the basis for teaching, including the teaching of spelling.
- e) Ensure every Year 10 student completes a Senior Education and Training (SET) plan and has the opportunity for review in Years 11 and 12.
- f) Provide all students with a program of learning that allows them to attain a Senior Education Profile including a *Queensland Certificate of Education*, a *Queensland Certificate of Individual Achievement*, an International Baccalaureate Diploma, or a Tertiary Entrance Statement.
- g) Ensure vocational education and training meets the requirements of nationally endorsed training packages and accredited courses.

### 1.2 Providing the curriculum

Schools:

- a) Use a whole school approach to supporting all students' learning — refer to *A whole school approach to support student learning*.
- b) Develop and maintain school *curriculum, assessment and reporting plans* at whole school level, year level and unit level, which address all learning areas — refer to *State Schools implementation of Phases 2 & 3 Australian Curriculum F (Prep) – 10*; and *Recommended curriculum time allocations for Queensland state schools — 2014–2016*.
- c) Develop a pedagogical framework — refer to the *Pedagogical Framework* and the *Pedagogical Framework* site.
- d) Provide the curriculum informed by student performance data to support the continuous improvement of student achievement.
- e) Differentiate teaching to enable students to achieve the learning specified for their year level — refer to *A whole school approach to support student learning*.

- f) Collaboratively develop Individual Curriculum Plans for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas for the reporting period — refer to *A whole school approach to support student learning*.
- g) Provide for students with additional learning support needs — refer to *A whole school approach to support student learning*.
- h) Provide for students with disability — refer to *Curriculum provision to students with disability*.
- i) Provide for gifted and talented students — refer to *Curriculum provision to gifted and talented students*.
- j) Provide for students learning English as an additional language or dialect (EAL/D) by:
  - identifying and monitoring their development of English language proficiency using the *Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners*.
  - supporting their learning informed by *English as an additional language or dialect (EAL/D) learners*.
- k) Develop Aboriginal and Torres Strait Islander perspectives:
  - through embedding the Australian Curriculum cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures in all learning areas, with a strong but varying presence depending on the relevance to the learning area
  - by taking a localised approach in line with *Embedding Aboriginal and Torres Strait Islander Perspectives in Schools*.
- l) Develop a school homework policy in consultation with the school community — refer to *Homework*.

# 2

## Assessment

### 2.1 Assessment

Schools:

- a) Provide quality classroom assessment aligned to the curriculum — refer to *Assessment*.
- b) Maintain a schedule of assessment as part of the school's *curriculum, assessment and reporting plans* e.g. short-term data cycles.
- c) Identify and minimise barriers that prevent students demonstrating what they know, understand and can do. This may involve special provisions in the conditions of assessment — refer to *Assessment*.
- d) Administer prescribed assessments in Years 3, 5, 7 and 9 within the National Assessment Program – Literacy and Numeracy (NAPLAN).
- e) Administer other national assessments which include the cyclical three-year program of sample assessment in Science, Civics and Citizenship, and ICT in Years 6 and 10. (This applies only to those schools selected as sample schools.)
- f) Administer diagnostic assessments to gather evidence of student performance to inform teaching that is focused on improving the achievement of every student.
- g) For senior secondary assessment and certification:
  - Implement *Queensland Curriculum and Assessment Authority* processes and meet the assessment requirements specified in Senior syllabuses, Study area specifications, Australian Skills Quality Authority vocational education and training certificates; and for the *Queensland Certificate of Individual Achievement* for those students for whom it is appropriate.
  - Register all students with the Queensland Curriculum and Assessment Authority in the year before they turn 16 (or before the student completes Year 10, whichever occurs first) to open an individual learning account.
  - Supply the Queensland Curriculum and Assessment Authority with students' enrolment and results information for students' learning accounts.
  - Administer the *Queensland Core Skills Test* to eligible students.

### 2.2 Making judgments about student performance

Schools:

- a) Use a range of evidence of student learning to monitor student progress and assess student achievement — refer to *Assessment*.
- b) Judge the quality of each student's achievement using the relevant curriculum standards.
- c) Make an on-balance judgment across a range and balance of assessments to award an overall level of achievement — refer to *Assessment*.
- d) Use moderation processes to support consistency in teacher judgments and comparability of reported results.
- e) Comply with Queensland Curriculum and Assessment Authority procedures for moderation and certification for Years 11 and 12.

# 3

## Reporting to parents

### Reporting

Schools:

- a) Complete the appropriate report format in OneSchool to issue a written report to parents twice yearly — on the learning area/subjects studied in the reporting period.
- b) Use the five-point scale nominated for the year level, to report student achievement in each learning area/subject studied — refer to [Reporting to parents](#).
- c) On request from a parent show the student's achievement, in the learning areas/subjects studied, relative to that of other students in their peer group at the school (that is, the number of students in each of the five achievement ratings).<sup>1</sup> This is subject to the privacy of individual students being maintained.
- d) Report on Effort and Behaviour — refer to [Reporting to parents](#).
- e) Offer parents the opportunity, twice a year, to discuss their child's educational performance at the school with their child's teachers.
- f) Report to parents on their child's results in Years 3, 5, 7 and 9 national tests as provided by the Queensland Curriculum and Assessment Authority.
- g) For students who were provided a different year-level curriculum than their age cohort for the reporting period — in one or more learning areas — as documented in their Individual Curriculum Plan:
  - assessment and reporting is against the achievement standard for the year-level curriculum they were taught
  - use the Variations to Reporting tab in the OneSchool SER module. In the Comments section of the report indicate the particular year-level curriculum that the student was provided during the reporting period for the learning areas / subject(s). (This provision will have been previously negotiated with parents. Refer to [A whole school approach to support student learning](#).)
- h) For students learning English as an additional language or dialect (EAL/D) in their first 12 months of Australian schooling, there can be an exemption from the five point scale reporting requirement, if this is judged necessary by the Principal. For these students, reports are to contain a written statement about the student's:
  - English language proficiency against the [Bandscales State Schools \(Queensland\) for EAL/D Learners](#)
  - achievement in the learning areas/subjects of the curriculum if appropriate.

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<sup>1</sup> On a parent request for comparative reporting, schools may choose one of two formats provided in OneSchool. The choice to either embed the comparison within the report, or to attach the comparison at the end of the report is informed by consultation with the school community.