



## P-12 curriculum, assessment and reporting framework

Queensland's plan to lift the performance of every state school, student, teacher and principal is outlined in *Every student succeeding — State Schools Strategy*. The strategy is supported by the [School Improvement Hierarchy](#), which assists schools to determine where to begin their improvement journey. Three frameworks assist schools with their explicit improvement agenda:

- the *P-12 curriculum, assessment and reporting framework* (P-12 CARF) specifies the curriculum, assessment and reporting requirements for all Queensland state schools in delivering the curriculum from Prep to Year 12. It supports schools to deliver a world-class education and improve the progress and academic achievement of every student.
- the *Student Learning and Wellbeing Framework* supports student wellbeing by assisting schools to build a positive learning culture which optimises student learning.
- the *Parent and Community Engagement Framework* assists schools, parents/carers and the community to work together to maximise student learning.

The *P-12 CARF* is complemented by supporting documents that provide detail to enable Queensland state schools to:

- provide students with the required curriculum
- differentiate teaching so that every student's learning needs are met in ways appropriate to their age, the context in which they are learning and the nature of the curriculum
- assess and moderate using standards
- report to parents/carers and students about their learning and achievement.

### School Improvement Hierarchy

The *P-12 CARF* supports school improvement by focusing on systematic curriculum delivery leading to differentiated teaching and learning. Systematic curriculum delivery is essential to improving student learning and achievement.



# Requirements for Queensland state schools

The following are requirements for curriculum provision, assessment and reporting to parents/carers. These apply to all Queensland state schools from Prep to Year 12.

## Prep to Year 10

Curriculum	Schools are required to:	Schools are supported by:
	<ul style="list-style-type: none"> <li>• implement (teach, assess and report on) the <a href="#">Australian Curriculum</a> Version 8 by the end of 2020<sup>1</sup>. The Australian Curriculum consists of eight <b>learning areas</b>, seven <a href="#">general capabilities</a> and three <a href="#">cross-curriculum priorities</a>. When implementing the Australian Curriculum:               <ul style="list-style-type: none"> <li>— consider government priorities</li> <li>— teach Languages from Years 5 to 8 and where possible offer a Languages program from Prep to Year 12</li> <li>— where appropriate, within the learning areas, embed Aboriginal and Torres Strait Islander histories and cultures using the Australian Curriculum cross-curriculum priority</li> <li>— use Standard Australian English as the basis for teaching, including the teaching of spelling</li> <li>— teach Queensland Modern Cursive Script<sup>2</sup></li> </ul> </li> <li>• use the Australian Curriculum learning areas and/or subjects to provide electives in Years 9 and 10</li> <li>• continue to use the <a href="#">Queensland Curriculum</a> for learning areas that have not yet been replaced by the Australian Curriculum</li>   <li>• use a whole school approach to supporting all students' learning including:               <ul style="list-style-type: none"> <li>— students with disability</li> <li>— gifted and talented students</li> <li>— students learning English as an additional language or dialect (EAL/D). Monitor the development of English language proficiency of EAL/D students using the <a href="#">Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners</a></li> </ul> </li>   <li>• provide <a href="#">Individual Curriculum Plans</a> 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</li> <li>• develop and maintain a whole school curriculum, assessment and reporting plan with <b>three levels of planning</b>: provision of whole curriculum; year or band plans for each learning area and/or subject; and unit plans</li>   <li>• develop a <a href="#">pedagogical framework</a> that is regularly reviewed</li> <li>• develop a <a href="#">school homework policy</a> in consultation with the school community</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Providing the Australian Curriculum in Prep to Year 10 for Queensland state schools from 2017</a> including learning area advice for:               <ul style="list-style-type: none"> <li>— English</li> <li>— <a href="#">Mathematics</a></li> <li>— Science</li> <li>— Humanities and Social Sciences</li> <li>— Health and Physical Education</li> <li>— Technologies</li> <li>— The Arts</li> <li>— Languages</li> </ul> </li> <li>• <a href="#">Literacy continuum</a></li> <li>• <a href="#">Advancing Education: An Action plan for education in Queensland</a></li> <li>• <a href="#">STEM Strategy</a></li> <li>• <a href="#">#codingcounts</a></li> <li>• <a href="#">Global schools through Languages</a></li> <li>• <a href="#">Indigenous Perspectives – Curriculum and Pedagogy</a></li> <li>• <a href="#">Curriculum into the Classroom</a></li> <li>• <a href="#">Inclusive education policy</a></li> <li>• <a href="#">Every student with disability succeeding plan</a></li> <li>• <a href="#">A whole school approach to support student learning</a></li> <li>• <a href="#">Curriculum provision to students with disability</a></li> <li>• <a href="#">Curriculum provision to gifted and talented students</a></li> <li>• <a href="#">English as an additional language or dialect (EAL/D) learners</a></li> <li>• <a href="#">Individual Curriculum Plans</a></li>   <li>• <a href="#">Assessment and moderation in Prep to Year 10</a></li> <li>• <a href="#">Curriculum Activity Risk Management (CARA) Guidelines</a></li> <li>• <a href="#">Pedagogical framework</a></li> <li>• <a href="#">Homework</a></li> </ul>

<sup>1</sup> A requirement of the Australian Government is to provide the [Australian Curriculum](#) or equivalent in Prep to Year 10. This may include the [International Baccalaureate](#).

<sup>2</sup> The [Australian Curriculum](#): English specifies teaching handwriting from Prep to Year 7.



<b>Curriculum</b>  <b>Future pathways</b>	<b>Schools are required to:</b> <ul style="list-style-type: none"> <li>ensure that every Year 10 student has completed a <b>Senior Education and Training (SET)</b> plan and has opportunities for review in Years 11 and 12</li> <li>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</li> </ul>	<b>Schools are supported by:</b> <ul style="list-style-type: none"> <li>Queensland Curriculum and Assessment Authority</li> <li>Learning Accounts</li> </ul>
<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>provide <b>health and wellbeing education</b>, either as part of the delivery of the Australian Curriculum or as part of the school's pastoral care program</li> </ul>	<ul style="list-style-type: none"> <li><i>Student Learning and Wellbeing Framework</i></li> <li><i>Parent and Community Engagement Framework</i></li> <li>Alcohol and other drugs education program</li> <li>Respectful relationships education program</li> <li>Daniel Morcombe child safety curriculum</li> </ul>
<b>Assessment</b>	<b>Schools are required to:</b> <ul style="list-style-type: none"> <li>develop and maintain a <b>year and/or band plan</b> for each learning area and/or subject; it specifies the range and balance of summative assessments covering all aspects of the relevant achievement standard<sup>3</sup> for the reporting period</li> <li>use student <b>assessment and reporting data</b> to provide the curriculum in a way that supports continuous improvement in student achievement</li> </ul>	<b>Schools are supported by:</b> <ul style="list-style-type: none"> <li><i>Assessment and moderation in Prep to Year 10</i></li> <li>Assessment and Moderation Hub</li> </ul>
<b>Formative assessment</b>	<ul style="list-style-type: none"> <li>administer <b>monitoring tasks</b> to gather information and track student progress against the relevant achievement standards<sup>3</sup></li> <li>administer <b>diagnostic tools</b> to gather further evidence of student learning progress and to inform teaching and learning</li> <li>administer <b>standardised assessments</b> in Years 3, 5, 7 and 9 within the National Assessment Program – Literacy and Numeracy (NAPLAN)</li> <li>administer NAP sample assessments in the cyclical three-year program in Years 6 and 10, science literacy, civics and citizenship, and information and communication technology. (This applies only to those schools selected as sample schools.)</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum into the Classroom</li> <li>Early Start</li> <li>NAPLAN</li> <li>NAP</li> </ul>
<b>Summative assessment</b>	<ul style="list-style-type: none"> <li>maintain an <b>assessment folio</b> for each student in each learning area and/or subject. An assessment folio contains student responses to summative assessments</li> <li>specify the <b>summative assessment</b> for each learning area and/or subject in each semester taught</li> <li>administer summative assessment, for the purposes of reporting to parents/carers, and to gather evidence against the relevant achievement standards<sup>3</sup></li> <li>use <b>marking guides</b>, that use the relevant achievement standards and <b>assessable elements</b>, to judge the quality of the evidence of student achievement demonstrated in the assessment</li> <li>use the student's assessment folio, at the end of each semester, to determine the overall level of achievement in each subject using the appropriate five-point scale<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li><i>Assessment and moderation in Prep to Year 10</i></li> <li>Curriculum into the Classroom</li> <li><i>Reporting to parents</i></li> </ul>
<b>Moderation</b>	<ul style="list-style-type: none"> <li>develop and maintain a <b>whole school approach to moderation</b></li> <li>use moderation to align curriculum, pedagogy, assessment and reporting</li> <li>use moderation to support consistency of teacher judgments and accuracy of reported results against the relevant standards</li> </ul>	<ul style="list-style-type: none"> <li><i>Assessment and moderation in Prep to Year 10</i></li> <li>Assessment and Moderation Hub</li> </ul>

<sup>3</sup> The *Australian Curriculum* has achievement standards for each learning area and/or subject in each year or band of years. The *Queensland Curriculum* has standards for each key learning area.

<sup>4</sup> Refer to *Reporting to parents* for reporting scales.



Reporting	Schools are required to:	Schools are supported by:
	<ul style="list-style-type: none"> <li>• report on student achievement against the relevant standards<sup>5</sup></li> <li>• report on effort and behaviour</li> <li>• report on students who have an <b>Individual Curriculum Plan</b> against the Achievement Standards identified in the plan</li> <li>• report on students on a highly individualised curriculum against the learning expectations identified in their Individual Curriculum Plan</li> <li>• for students learning English as an additional language or dialect (EAL/D), determine whether in the first 12 months of Australian schooling they are exempt from reporting on the appropriate five-point scale. This responsibility rests with the Principal and in these instances, schools use comments<sup>6</sup> to provide a written statement about the student's learning: <ul style="list-style-type: none"> <li>— for the English learning area, comments reflect English language proficiency levels against the <i>Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners</i></li> <li>— for all other learning areas or subjects, comments describe student achievement and improvement with reference to the relevant standards</li> </ul> </li> <li>• use the appropriate <b>five-point scale</b><sup>7</sup> for the year level</li> <li>• issue a written report to parents/carers, twice yearly, at the end of each semester<sup>8</sup></li> <li>• on request from parents/carers, provide a comparison of the student's level of achievement in each learning area and/or subject against the achievements of other students in the school, in the same year level who undertook the learning area and/or subject — while maintaining the privacy of individual students<sup>9</sup></li> <li>• offer parents/carers, the opportunity to discuss their child's achievement, effort and behaviour at the school with their child's teachers, twice yearly.</li> <li>• provide reports on standardised assessments within the National Assessment Program –Literacy, Numeracy and sample assessments, where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Reporting to parents</i></li> <li>• <i>Individual Curriculum Plans</i></li> <li>• <i>English as an additional language or dialect (EAL/D) learners</i></li> <li>• <b>OneSchool</b></li> </ul>

<sup>5</sup> The *Australian Curriculum* has achievement standards for each learning area and/or subject in each year or band of years. The *Queensland Curriculum* has standards for each key learning area.

<sup>6</sup> Use the comments section in the appropriate OneSchool academic reporting period type.

<sup>7</sup> Refer to *Reporting to parents* for reporting scales.

<sup>8</sup> Schools are required to use the appropriate OneSchool academic reporting period type.

<sup>9</sup> OneSchool comparative reporting is available in OneSchool in one of two formats. The choice to either embed the comparison within the report, or attach the comparison at the end of the report, is informed by consultation with the school community.





## Year 11 and 12

	Schools are required to:	Schools are supported by:
<b>Curriculum and assessment</b>	<ul style="list-style-type: none"> <li>select curriculum to be implemented from the range of subject options available through the Queensland Curriculum and Assessment Authority</li> <li>provide students with a program of learning that enables them to attain a <b>Senior Education Profile</b>, which may include a: <ul style="list-style-type: none"> <li>— Senior Statement</li> <li>— Queensland Certificate of Education or Queensland Certificate of Individual Achievement</li> <li>— Tertiary Entrance Statement</li> </ul> </li> <li>ensure that all teaching, learning and assessment programs comply with the requirements of the relevant authorities, for example: <ul style="list-style-type: none"> <li>— Queensland Curriculum and Assessment Authority (Authority and subject area syllabuses)</li> <li>— <a href="#">Australian Skills Quality Authority</a> (Vocational education and training)</li> <li>— <a href="#">International Baccalaureate</a></li> </ul> </li> <li>comply with the requirement of the relevant authorities for moderation and certification procedures including the requirement to collect, verify and report the Unique Student Identifier for all students enrolled in a VET program</li> <li>supply the Queensland Curriculum and Assessment Authority with students' enrolment and results information</li> <li>administer the <b>Queensland Core Skills Test</b> to eligible students</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Queensland Curriculum and Assessment Authority</a></li> <li><a href="#">Queensland Certificate of Education</a> or <a href="#">Queensland Certificate of Individual Achievement</a></li> <li><a href="#">Tertiary Entrance Statement</a></li> </ul>
<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>provide health and wellbeing education as part of the school's pastoral care program</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Student Learning and Wellbeing Framework</a></li> <li><a href="#">Parent and Community Engagement Framework</a></li> <li><a href="#">Alcohol and other drugs education program</a></li> <li><a href="#">Respectful relationships education program</a></li> </ul>
<b>Reporting</b>	<ul style="list-style-type: none"> <li>at the end of each semester, issue a written report to parents/ carers<sup>10</sup></li> <li>use the appropriate <b>reporting scale</b><sup>11</sup> for student achievement in each subject provided</li> <li>offer parents/carers the opportunity to discuss their child's achievement, effort and behaviour at the school with their child's teachers, twice yearly.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Reporting to parents</a></li> </ul>

<sup>10</sup> Schools are required to use the appropriate OneSchool academic reporting period type.

<sup>11</sup> Further information is available in [Reporting to parents](#) and in OneSchool.

