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P–12 Curriculum Framework

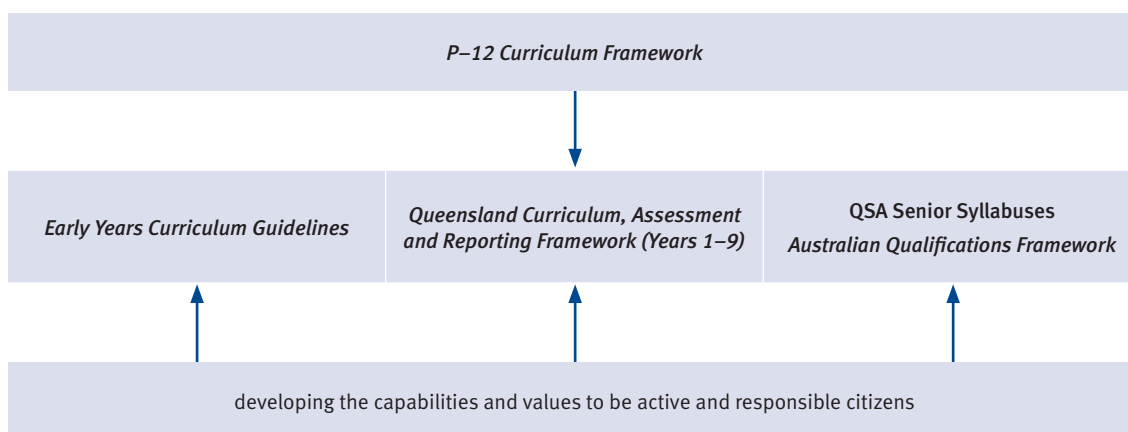
Incorporating:

Policy, Principles and Guidelines
for Queensland State Schools

Version 1 2008

The *P–12 Curriculum Framework* is an over-arching framework that captures all curriculum requirements from Prep to Year 12.

The intended curriculum spans the learning requirements of the early phase, middle phase and senior phase of learning, as specified in the *Early Years Curriculum Guidelines, Queensland Curriculum, Assessment and Reporting Framework Essential Learnings*, and in QSA senior syllabuses and nationally endorsed training packages and nationally accredited vocational education and training courses. It also includes developing the capabilities and values to be active and responsible citizens. These requirements are the core of a student’s learning program that may be supplemented with other learning as determined by the school and teacher.



Minister's foreword

It is the role of schools to equip young Queenslanders with the capabilities they will need to contribute to a cohesive society, a strong economy and a healthy environment.

Educated and informed citizens who can apply their skills and knowledge in innovative and creative ways will allow Queensland to meet the social, economic and environmental challenges of the future.

In the 21st century we need learners who actively seek to understand complex issues, critically evaluate and sort information, and are able to creatively apply what they have learned to new situations, build expertise and design solutions.

Curiosity about the world and confidence in facing the future will help today's students deal with complex social circumstances and be part of a fast-evolving global economy where digital technologies shape work and private lives.

The curriculum of Queensland's state schools is a key to students seeing themselves as learners who can develop the skills and knowledge they need, work across cultures, and persevere to achieve success.

Education has the power to change lives, so Queensland state schools make a vital contribution to students' future wellbeing and prosperity and to Queensland society.



Rod Welford MP
Minister for Education and Training
Minister for the Arts

A message from the Assistant Director-General Curriculum

Curriculum is the core business of schools. It directly affects the present and future of each child, our State, our nation.

Learning and teaching must be the central activities of the school.

A curriculum that maximises the learning of all students is one that recognises and celebrates diversity and engages all students in intellectually challenging learning experiences. It provides students with clear guidelines on what they are learning and how they will be assessed. It involves a range of teaching strategies to meet different learning needs and explicit teaching to scaffold students' learning so that they develop and consolidate the required knowledge and skills to meet the anticipated future demands of work and citizenship.

This means schools need to be very clear about the understandings and skills they value and those they want their students to demonstrate. It requires a focus in each classroom in every lesson, every day, on developing a deep understanding in every student of the key concepts in each learning area and on using their particular ways of working.

These ways of thinking and seeing the world – used by writers, scientists, historians, artists and mathematicians – are a significant part of our human heritage that help students to develop the intellectual tools and strategies to think for themselves and to learn how to manage their own learning.

Background

The *P–12 Curriculum Framework for Queensland State Schools* replaces the *Years 1–10 Curriculum Framework for Education Queensland Schools* distributed to state schools in 2001. It is the key reference for schools in setting goals, planning and monitoring progress.

This version has been developed because of the significant changes in curriculum expectations and accountabilities since 2001. These changes include the implementation of the Preparatory Year (Prep), the move from outcomes-based education to *Queensland Curriculum, Assessment and Reporting Framework* (QCARF) Essential Learnings and Standards in Years 1–9, the changed position of Year 10 as the foundation year of the Senior Phase of Learning, the introduction of the Queensland Certificate of Education, and reporting to parents using a common five-point scale.

The *P–12 Curriculum Framework* maps the necessary considerations for Queensland state schools in planning and implementing their curriculum from Prep to Year 12. It sets out clear system-level requirements, expectations and principles of teaching and learning. It challenges our schools to generate excellence and equity in student learning outcomes and acknowledges the teacher's critical role in delivering the best possible learning outcomes for every student.

The *P–12 Curriculum Framework* is, of necessity, a dynamic document which will undergo regular updating as further national and state policies and priorities are introduced. Hence, while there will be some hard copies distributed, the latest version will be available at <http://education.qld.gov.au/curriculum/framework/p-12/>

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Guidelines

Guidelines support schools in their implementation of the *P–12 Curriculum Framework*. The guidelines have been referred to throughout the framework and are available on the *P–12 Curriculum Framework* site <http://education.qld.gov.au/curriculum/framework/p-12/>

1. Guidelines for Curriculum Planning:

- *Curriculum guidelines for students with disabilities*
- *Curriculum guidelines for English as a second language (ESL) learners*
- *Guidelines: Whole-school intervention for improvement*
- *Guidelines for using student achievement data to inform teaching and learning*
- *Guidelines for school curriculum planning*

2. Guidelines for Pedagogy:

- *Teaching for excellence and equity*
- *Productive Pedagogies reflection tool*

3. *Guidelines for assessing student achievement and moderating teacher judgments*

4. *Guidelines for reporting student achievement*

5. *Guidelines for curriculum leadership*

1. What is 'curriculum'?

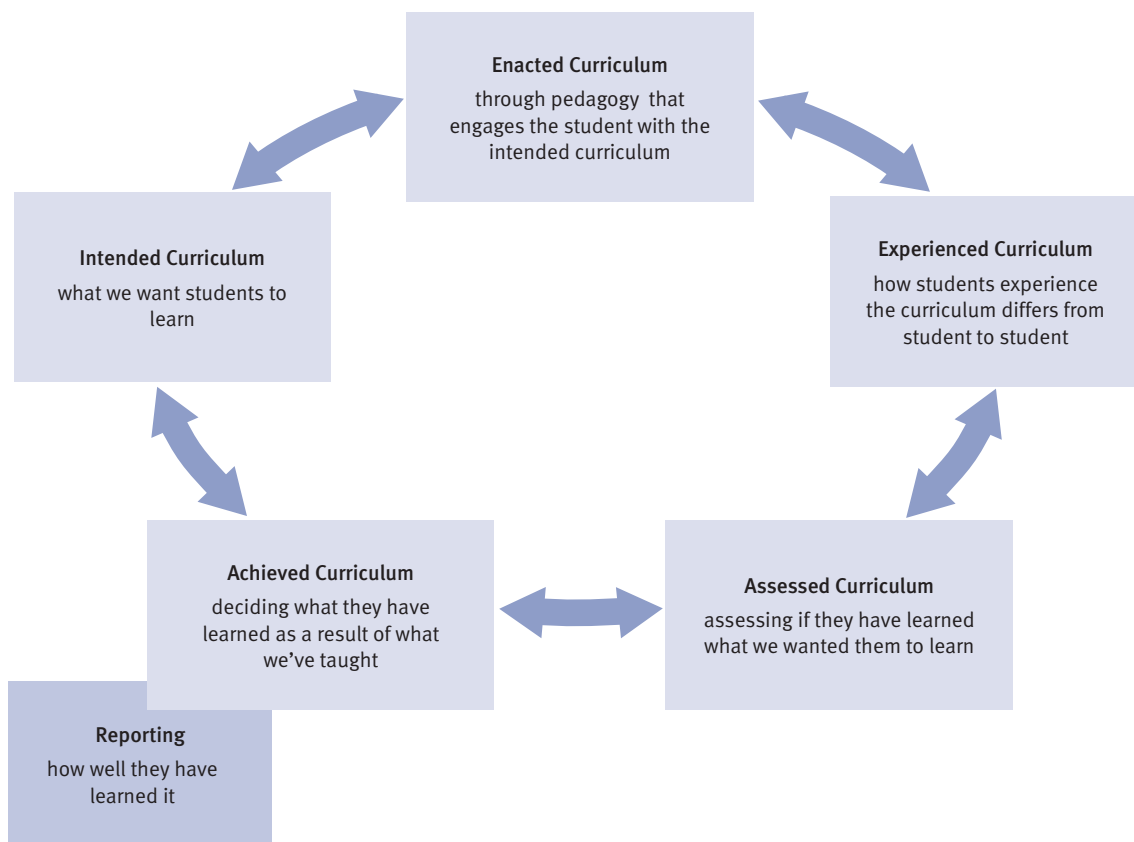
Curriculum is all the planned learning that is offered and enacted by a school.

Curriculum is much more than a syllabus, which outlines what is to be taught. Curriculum is dynamic and encompasses:

- the learning environment
- resources
- teaching approaches and strategies
- assessment programs and methods
- the values and ethos of the school
- the relationships and behaviours among students and teachers.

These are all interconnected and provide the experiences that contribute to student learning.

Curriculum can be thought of as a sequence of elements: the intended, enacted, experienced, assessed, and achieved curriculum, each one responsive to the others. A good curriculum has each of these elements aligned so that the intended learning is what is assessed and what students achieve.



The intended curriculum becomes a reality through teachers who deeply understand what it is that their students are required to learn and bring it to life through productive pedagogies that ensure that what is taught is actually learned.

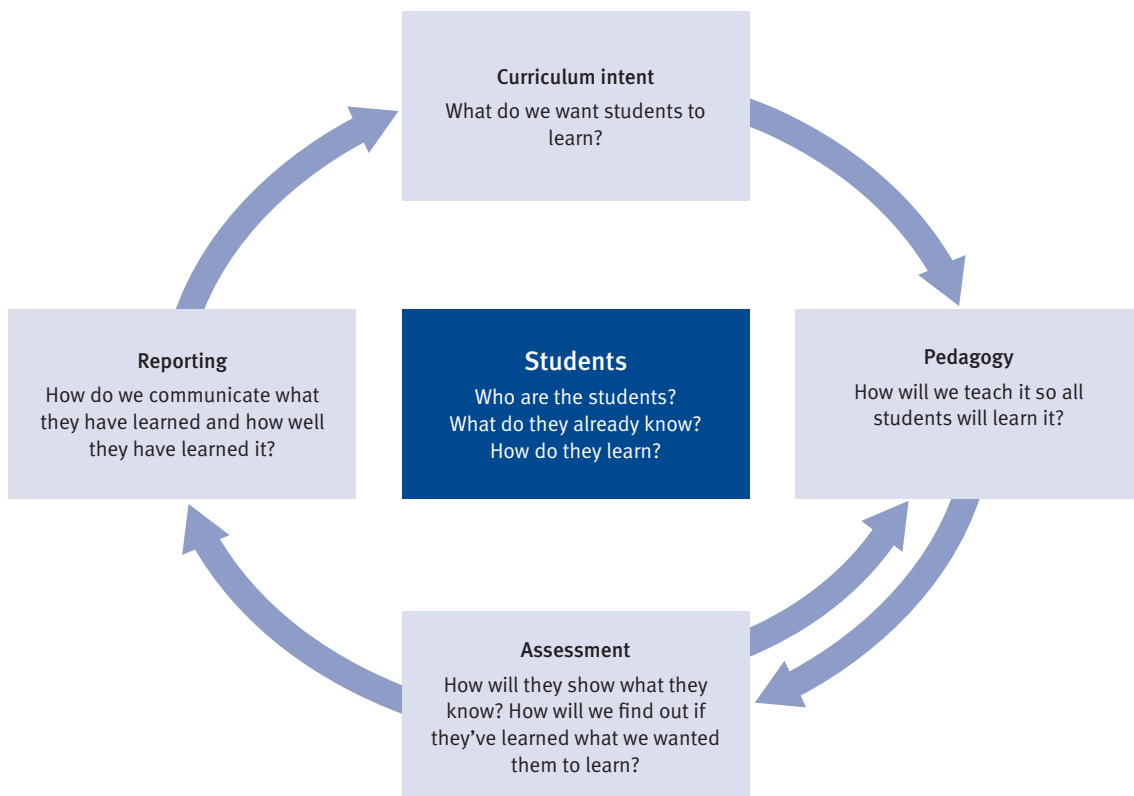
Such teachers know that while teaching and learning are strongly connected, they are not the same. By being clear about this distinction, they recognise that a critical part of teaching is reflecting on the effectiveness of their teaching in supporting all their students to achieve. This reflection is fostered by examining the learning demonstrated in student work. Separating the act of teaching (by the teacher) from learning (by the learner) provokes a focus on the frequent gap between what is taught and what is learned.

Research about how people learn best¹, and on the factors that make a difference to student learning² provide a powerful foundation for the decisions that teachers need to make. This evidence base can also assist teachers to reflect on their practice and experiences and to share ideas with colleagues. Both of these activities contribute to their professional development and improve the learning outcomes of their students.

The way that teachers go about their work is driven by the curriculum. By aligning their teaching, assessment and reporting to the intended curriculum, teachers and schools maximise the learning of their students.

Aligning curriculum to focus on student learning

The student is at the centre of all teaching and learning. This means that, when planning, teachers *start* with the students and make curriculum decisions based on their students, as indicated below.



1 *How People Learn – Brain, Mind, Experience, and School* Expanded Edition Committee on Developments in the Science of Learning with additional material from the Committee on Learning Research and Educational Practice, National Research Council The National Academies Press (2000).

2 Debra Hayes, Martin Mills, Pam Christie, Bob Lingard *Teaching and Schooling Making a Difference*, Allen and Unwin 2006; and John Hattie *Teachers Make a Difference: What is the research evidence?* Paper for the Australian Council for Educational Research Annual Conference on Building Teacher Quality 2003.

2. Requirements for school curriculum

2.1 Policy

All state schools will:

1. Provide a curriculum to maximise the capacity of all students to:
 - achieve the Essential Learnings and Standards of the *Queensland Curriculum, Assessment and Reporting Framework* (QCARF)
 - achieve Year 12 certification or a certificate III vocational qualification (or higher)
 - exit from schooling with the capabilities and values to be active and responsible citizens.
2. Monitor and assess individual student achievement and evaluate it against statewide and national standards, regularly using collaborative processes to support teachers in making consistent judgments.
3. Implement statewide assessment and certification procedures, and administer nationally prescribed assessments.
4. Regularly report relevant information to parents on student achievement and learning.

Legislation relating to school curriculum:

- *Education (General Provisions) Act 2006* and *Education (General Provisions) Regulation 2006*
- *Education (Queensland Studies Authority) Act 2002* and *Education (Queensland Studies Authority) Regulation 2002*
- *Anti-Discrimination Act 1991*
- *Vocational Education, Training and Employment Act 2000*
- *Education (Work Experience) Act 1996*.

Relevant Commonwealth legislation:

- *Disability Discrimination Act 1992 including Disability Standards for Education 2005*
- *Racial Discrimination Act 1975*
- *Sex Discrimination Act 1984*
- *Human Rights and Equal Opportunity Commission Act 1986*
- *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Regulations 2005*.

2.2 The policy context

The *P–12 Curriculum Framework* is an overarching document to guide school curriculum provision.

In planning and enacting their curriculum, schools must take into account all relevant legislation and policy. There are also relevant departmental and government initiatives nominating strategies in priority areas. These initiatives may stipulate specific requirements for schools as well as describe desirable goals or actions.

The four policy statements of the *P–12 Curriculum Framework*, as detailed below, are mandated for state primary, secondary and special schools.

2.3 Policy statements

Policy Statement 1

Provide a curriculum to maximise the capacity of all students to achieve the QCARF Essential Learnings and Standards; to achieve Year 12 certification, or a Certificate III vocational qualification (or higher); and to exit from schooling with the capabilities and values to be active and responsible citizens.

Schools:

- Implement the Queensland Studies Authority *Early Years Curriculum Guidelines* in Prep.
- Plan Years 1 to 9 curriculum so that students have multiple opportunities to achieve and consolidate the QCARF Essential Learnings.³
- Address the QCARF Essential Learnings in all Key Learning Areas (KLAs) each year from Year 1 to Year 9^{4,5} with the exception of Languages Other Than English (LOTE)⁶. In Years 8 and 9 schools are required to address the Essential Learnings in one or more of the Arts.
- Ensure every Year 10 student undertakes Senior Education and Training (SET) planning.⁷
- Ensure all students in the Senior Phase of Learning undertake a program of learning that makes them eligible for the Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA) on exiting Year 12.^{8,9}
- Provide opportunities for all students to develop the capabilities and values required for active and responsible citizenship.
- Carry out curriculum planning processes and document curriculum provision, in consultation with the school community, and guided by the Principles for P–12 Teaching and Learning (Section 3.1) and the Principles for P–12 Assessment (Section 3.2). This provides a basis for ongoing discussions with the Executive Director (Schools) about the monitoring, reviewing and reporting of student progress.¹⁰
- Engage in an annual process of whole-school literacy planning, implementation and evaluation with a focus on the literacy requirements of each subject area.

3 See <http://www.qsa.qld.edu.au/assessment/3160.html> It is expected that the QCARF Essential Learnings are the core of a student's learning program in Years 1–9 but that this may be supplemented with other learning as determined by the school and teacher.

4 Particular time requirements for KLAs are not designated across all state schools. Specifying hours for a learning area, without regard for local contexts, can be counterproductive. Providing multiple opportunities for students to achieve the Essential Learnings will involve more time and support for some students than others. A differentiated approach responding to the needs of the student cohort, and a focus on quality teaching, is recognised as more likely to support improved student learning.

5 The *Scope and Sequence for Years 1–9* at <http://education.qld.gov.au/curriculum/scope.html> supports planning that scaffolds student learning each year towards achieving the Essential Learnings in Years 3, 5, 7 and 9. This scope and sequence is mandated for *Bound for Success* schools in Far North Queensland, and is a guide for schools elsewhere.

6 LOTE provision involves a regional approach in which Regional Executive Directors oversee the development of the Regional LOTE Education Plan. This applies to all regions from 2009. Those schools choosing to provide KLA LOTE must address the QCARF Essential Learnings each year of their LOTE program. For descriptions of entry points to KLA LOTE programs and *Intercultural Investigations* (ICIs) as an alternative to KLA LOTE see <http://education.qld.gov.au/curriculum/area/lotte/regional-trial.html>

7 Year 10 is a foundation year for the Senior Phase of Learning to consolidate the knowledge, skills and capabilities that are necessary for successful learning in Years 11 and 12. The Queensland Studies Authority is currently developing an interim design brief for the Year 10 Curriculum.

8 This program can include: syllabuses developed or accredited by the Queensland Studies Authority, see <http://www.qsa.qld.edu.au/syllabus/575.html>, nationally recognised vocational training, and other learning programs such as the International Baccalaureate, for which the school has gained approval.

9 While it is expected that all students are eligible for the QCE (or a QCIA) based on their program of learning, their attainment of the certificate is dependent on their achieving the requirements. http://www.qsa.qld.edu.au/learning_priorities/qce/docs/qce-planning-pathway.pdf

10 See the series of Guidelines for School Curriculum Planning and *Guidelines for curriculum leadership and building a professional learning community* <http://education.qld.gov.au/curriculum/framework/p-12/>; and Education Queensland's *Professional Standards for Teachers* <http://education.qld.gov.au/staff/development/standards/standards.html>

- Engage in an annual process of whole-school numeracy planning, implementation and evaluation with a focus on numeracy in mathematics teaching and learning, and numeracy across the curriculum.¹¹
- Provide focused and explicit teaching and monitor results in response to particular needs in Standard Australian English, literacy and numeracy.
- Provide access to Aboriginal and Torres Strait Islander perspectives.¹²
- Apply the Education Queensland *Framework for Gifted Education*.¹³
- Ensure the requirements of *Smart Moves – Physical Activity Programs* are met.¹⁴
- Provide access in year 8 to a school-based program for students wishing to study a KLA LOTE program.
- Facilitate access in Years 9-12, through either school-based or alternative delivery mode, to a quality program in a ‘designated’ language to those students wishing to continue KLA LOTE study.
- Provide access to continuity of learning of the same LOTE from primary to Year 12.
- Use information and communication technologies (ICT) as an integral part of the curriculum to enhance student learning.

Policy Statement 2

Monitor and assess individual student achievement and evaluate it against state-wide and national standards, regularly using collaborative processes to support teachers in making consistent judgments.

Schools:

- Plan and document school assessment policy, as part of curriculum planning.¹⁵
- Use a range of assessment processes and tools to monitor individual progress and achievement in the intended curriculum and respond with targeted teaching.
- Use data to inform school curriculum planning and implementation.¹⁶
- Implement the Queensland Studies Authority Year 2 Diagnostic Net.¹⁷
- Use agreed standards to make judgments about student achievement: the learning statements in the *Early Years Curriculum Guidelines* and accompanying Phase Descriptors¹⁸ (in Prep), the QCARF Standards¹⁹ (in Years 1 to 9), senior syllabus criteria and standards, and the competency standards in nationally endorsed Training Packages and nationally accredited vocational education and training courses.²⁰

11 The requirement is for a process of planning for literacy and numeracy that is integral to effective curriculum planning. There is no requirement for stand-alone plans for literacy and numeracy.

12 Schools take a localised approach in line with *Embedding Aboriginal and Torres Strait Islander Perspectives in Schools* <http://education.qld.gov.au/schools/indigenous/educators/eatsips-overview.html>

13 *Framework for Gifted Education* <http://education.qld.gov.au/publication/production/reports/pdfs/giftedandtalfrwk.pdf>

14 For requirements of *Smart Moves – Physical Activity Programs in Queensland State Schools* see <http://education.qld.gov.au/schools/healthy/physical-activity-programs.html>. Note that physical activity in schools typically involves students participating in physical education within curriculum time as part of the Health and Physical Education Key Learning Area (KLA) and school sport. Physical activity may also include activities that develop gross motor skills and various games played as part of an organised physical activity. Opportunities for participating in physical activity may also be provided within other KLAs. Curriculum time includes school organised activities before/after school and during lunchbreaks.

15 See *Guidelines for assessing student achievement and moderating teacher judgements* <http://education.qld.gov.au/curriculum/framework/p-12/docs/guidelines-assessing.doc>

16 See *Guidelines for using student achievement data to inform teaching and learning* <http://education.qld.gov.au/curriculum/framework/p-12/docs/guidelines-student-data.doc>. Classroom data include all the records that teachers have access to and the information that this may provide.

17 See <http://www.qsa.qld.edu.au/assessment/584.html>
www.education.qld.gov.au/students/policy/assessment/y2dn/index.html

18 See *Early Years Curriculum Guidelines: Early Years Record* at <http://www.qsa.qld.edu.au/syllabus/981.html>

19 See <http://www.qsa.qld.edu.au/assessment/3161.html>

20 See <http://www.dest.gov.au/Search.htm?query=competency%20standards>

- Conduct moderation processes using the QCARF Standards in Years 1 to 9 to strengthen consistency of teacher judgment and comparability of reported results. This should occur within each school at least twice a year and between schools at least once a year.
- Participate in the Queensland Studies Authority moderation process in the Senior Phase to promote consistency of teacher judgments with respect to levels of achievement matched to syllabus criteria and standards.

Policy Statement 3

Implement statewide assessment tasks and certification procedures, and administer nationally prescribed assessments.

Schools:

- Implement the Queensland Comparable Assessment Tasks (QCATs).²¹
- Administer the Queensland Core Skills Test²² to eligible students.
- Register all students with the Queensland Studies Authority (QSA) 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 QSA with students' enrolment and results information for students' learning accounts.
- Administer nationally prescribed literacy and numeracy assessments in Years 3, 5, 7 and 9 and other national assessments in sample schools.²³

Policy Statement 4

Regularly report relevant information to parents on student achievement and learning.²⁴

Schools:

- Issue a formal report to parents using a five-point scale²⁵ and 'plain English' at least twice yearly in Years 1 to 12
 - guided by the QCARF Standards in Years 1 to 9
 - using the Education Queensland reporting formats in Years 1 to 10²⁶
 - using school-determined formats for students in Years 11 and 12 and standard competency-based formats for vocational education and training programs.²⁷

21 See <http://www.qsa.qld.edu.au/assessment/3163.html>

22 See <http://www.qsa.qld.edu.au/assessment/587.html>

23 This includes the cyclical three-year program of sample assessment in Science, Civics and Citizenship, and ICTs in Years 6 and 10.

24 See *Guidelines for reporting student achievement* <http://education.qld.gov.au/curriculum/framework/p-12/docs/guidelines-reporting.doc>.

25 It is a requirement of the Commonwealth Government that student achievement be reported against age cohort peers on a five-point scale against specific learning standards in Years 1–10.
In some cases where English is a student's second language, their competency with the English language may impact on their ability to demonstrate what they know and can do. For those students the use of the five-point scale (five achievement ratings) for reporting standards may be delayed for no more than the initial 12 months of schooling. The report however should contain information about the intended learning which the student has had opportunities to achieve.

26 See *Guidelines for reporting student achievement* <http://education.qld.gov.au/curriculum/framework/p-12/docs/guidelines-reporting.doc>.

27 See p162 at http://www.training.com.au/documents/aqtf2k7_usr-guide-ess-std_final2.pdf

- Report orally to parents twice yearly in Prep.²⁸
- Report on individual student achievement against expectations for age cohort.²⁹
- Report to parents as part of the Year 2 Diagnostic Net, using developmental continua for aspects of literacy and numeracy.³⁰
- Report individual student performance on Queensland Comparable Assessment Tasks (QCATs)³¹ at the end of the semester in which it is undertaken using a format provided by the Queensland Studies Authority.
- Issue a report to parents on their child's results in Years 3, 5, 7 and 9 national tests as provided by the Queensland Studies Authority.
- Offer parent–teacher interviews every semester.³²
- Upon request, in Years 1 to 10, provide written information to parents that clearly shows the student's achievement in the learning areas studied in comparison to that of other students in the peer group at the school (that is, the number of students in each of the five achievement ratings), subject to the privacy of individual students being maintained.

28 Written reports are not a requirement in Prep. Note that the Early Learning Record (ELR) is not intended as a formal record passed to parents in the form of a written report. It is intended to inform conversations with parents through face-to-face interviews about the child's progress. The ELR is provided to Year 1 teachers as a record of children's progress and to inform curriculum decisions for Year 1.

29 In cases where a student's verified disability may significantly impact on their capacity to engage with aspects of their age-cohort intended curriculum, the Optional Reporting Format is used to report student achievement in those identified aspects of the curriculum.

30 See <http://www.qsa.qld.edu.au/assessment/584.html>

31 See www.qsa.qld.edu.au/assessment/3163.html

32 Parents may decline an interview if their needs are met in another way. A group parent–teacher session can take the place of one of the parent–teacher interviews as long as the teacher, at this group session, invites parents to take up the opportunity for an individual meeting.

3. Expectations of school curriculum

3.1 Quality teaching and learning programs

The following principles guide teaching and learning practices at both classroom level and school level so as to maximise student learning and support all students to reach their potential. School leaders promote a shared understanding of these principles at the school community level and work with the school community to enact them in ways that are appropriate for each community.

Principles for P–12 Teaching and Learning

1. Quality curriculum maximises each student’s educational potential

All teaching and learning should be founded in the belief that, with good teaching, the right support and sufficient time, every student can develop knowledge, skills and understanding to achieve at higher levels. Teachers need to believe in their students as learners, have high expectations, and see themselves as responsible for improving the learning achievement of their students.

2. Learning experiences connect with existing knowledge and skills

Teachers determine the required learning for students by identifying what they already know and are able to do and how this relates to the intended curriculum knowledge and skills. Teachers provide multiple opportunities for students to learn what is worthwhile and enduring, using a range of teaching strategies designed to promote the learning of each student over time and in different contexts.

3. Learning experiences are equitable and inclusive

Quality teaching engages all students in learning experiences. This involves valuing and responding to the diverse experiences and knowledge that students bring with them to the classroom from their homes and communities. Every child is an individual with unique capabilities which must be maximised. Lowering expectations is not appropriate.

4. Teaching, learning and assessment are aligned

Quality teaching and learning experiences ensure that what is taught closely reflects the intended learning and that what is assessed reflects what is taught.

5. Learning experiences promote depth of understanding and are connected, purposeful and challenging

Learning experiences should connect with what students already know and extend that knowledge through intellectually challenging work. Activities should be purposeful and relevant, and stimulate inquiry, action, reflection, and enjoyment.

Language plays a critical role in enabling students to reflect on their actions and knowledge. Students should be taught to use language and meta-cognition as tools to ensure their own learning is deep and enduring rather than superficial and temporary.

3.2 Quality assessment of student learning

Assessment is an ongoing process of gathering evidence to determine what each student knows, understands, and can do so as to inform teaching and support learning of the intended curriculum. Quality teaching and learning programs demand rigorous assessment processes that ensure that teachers assess the learning required of students as indicated in the intended curriculum.

The following principles should inform the development of quality assessment programs and tasks.

Principles for P–12 Assessment

1. Assessment should be valid

Assessment tools should assess what they claim to assess. Assessment tasks should provide reliable information on student achievement. Collectively, the assessment program should address a representative sample of the intended curriculum.

2. Assessment should be explicit

Assessment criteria should be explicit so that the basis for judgments is clear and public. Students should know what they are expected to learn and the criteria and standards that will be used to determine the quality of their achievement. This ensures that students have clearly articulated goals, and can be provided with quality feedback on their progress, so they can reflect on their learning and identify steps they can take to improve.

3. Assessment should be comprehensive

The assessment program should enable all students to demonstrate their learning consistently, autonomously and in a range of contexts. Judgments of student achievement should be based on a range of evidence (both formal and informal) collected in various situations. Information gathered from different tasks validates and complements evidence from other tasks.

4. Assessment should provide all students with the opportunity to demonstrate the extent and depth of their learning

Assessment tasks should enable students from diverse backgrounds to demonstrate their learning. This includes opportunities to demonstrate higher-order thinking, depth of understanding, and an ability to apply their knowledge and skills in a range of contexts.

5. Assessment should inform planning and teaching as well as reporting

Assessment is used by teachers at the beginning, during and end of learning sequences to determine where each student is initially, to diagnose their progress, to inform interventions needed, and to make final judgments about students' achievement of the intended curriculum including the quality or standard of achievement. Assessment practices should also play an educative role for students, enabling them to reflect on their learning – particularly misconceptions and gaps in their knowledge – and take some responsibility for their own ongoing learning.

3.3 A curriculum for all: excellence and equity

A curriculum for all demonstrates a commitment to enabling all students to access, participate and progress their learning and achievement within the intended curriculum.

A curriculum for all includes promoting both excellence and equity in student learning outcomes. To achieve equitable outcomes, targeted support for groups and individuals may be required. This includes promoting excellence through a curriculum that supports all students to develop a deep understanding of important subject matter and the intellectual tools and strategies to think for themselves and to manage their own learning.³³

³³ See *Teaching for excellence and equity* <http://education.qld.gov.au/curriculum/framework/p-12/docs/teaching-excellence.doc> and *Productive Pedagogies 5-point scale* <http://education.qld.gov.au/curriculum/framework/p-12/docs/pedagogies-5-point.doc>

State schools strive to ensure that they meet the learning needs of all students. Teachers hold high expectations for all students and value the resources that they bring from their home and communities.

A curriculum for all promotes:

- *learning environments* that value and respond to diversity
- *use of a range of resources* that are appropriate to students' learning needs and reflect students' identities
- *relationships and behaviour* between students and between teachers and students that are fair and respectful.

A curriculum for all ensures that:

- the intended curriculum, for all students, is based on mandated curriculum documents³⁴
- teaching uses a repertoire of strategies to support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference³⁵
- *assessment* enables all students to demonstrate their learning through various modes and technologies.

To meet this challenge, planning begins with consideration of students' prior knowledge, their interests and concerns, aspirations and needs, and their gifts and talents. This provides a basis for motivating and engaging students in learning, and targeting teaching to maximise each student's achievement.

Teachers 'build bridges' from what their students already know and can do to what the intended curriculum requires. These bridges might be cognitive, social-emotional or physical.

Cognitive and *social-emotional* bridges support students to bridge the gap from what they understand and expect to what they encounter at school. This gap may be a result of cultural, social, emotional, behavioural, or linguistic differences. Bridges that are cultural, social, emotional, behavioural and linguistic respect the cultural identities and language backgrounds of students and avoid stereotyped assumptions about students and their home backgrounds.

Some students may also require *physical* bridges (for example, a large mouse for working on a computer, or braille) in order to both access and demonstrate learning. These 'bridges' should be designed in cooperation with specialist and support teachers and, as appropriate, parents and students.

Teaching for a 'curriculum for all'

As professionals, teachers believe that all their students can learn and they hold high expectations for every student's achievement.

They make no assumptions about prior learning, beginning with what students *currently* know rather than from what they 'should' know.

Teachers recognise that most students will need *multiple opportunities* to learn something new, by engaging with it in different ways or varied contexts. They recognise that students have a range of preferred learning styles and learn at different rates so they present new material using a variety of pedagogical strategies and in a variety of contexts to ensure that all students will learn what is intended. They plan learning experiences that continue to challenge students who already demonstrate deep understandings.

When student learning is not progressing, teachers need to reflect on what they might do differently. They use assessment data, gained both formally and informally, to understand what might be

³⁴ See *P-12 Curriculum Framework* Policy Statement 1 for the mandated curriculum documents. The intended curriculum may also include other learning as determined by the school and teacher.

³⁵ See Guidelines for Pedagogy: <http://education.qld.gov.au/curriculum/framework/p-12/>

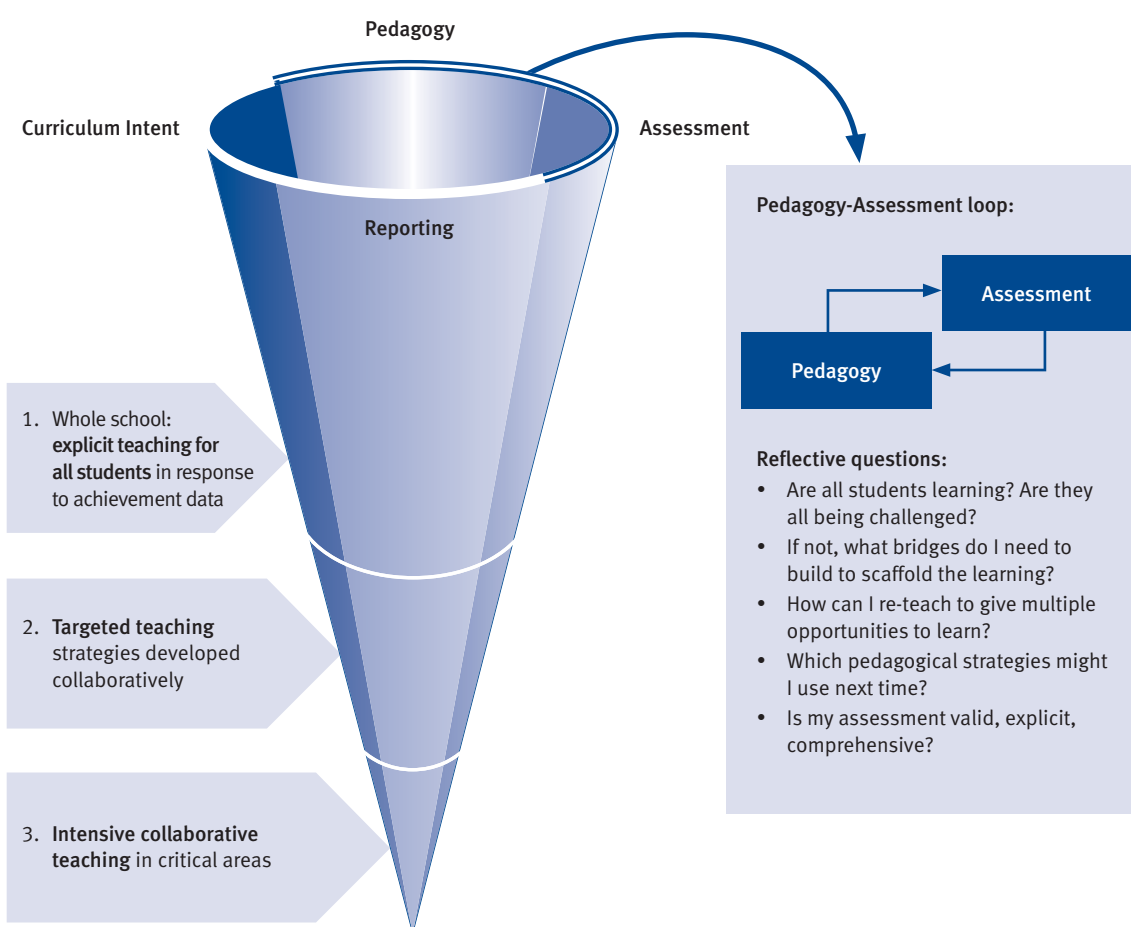
blocking student learning and to guide their choice of pedagogical strategies in providing multiple opportunities for the intended learning to occur.

In some cases, as noted within existing policies³⁶, planning for students to engage with their intended curriculum may require the completion of an individualised learning plan.

Targeted teaching in response to student achievement data

Students have the best opportunity to achieve the intended curriculum when schools:

- align pedagogy and assessment with the intended curriculum
- monitor the success of this alignment by carefully analysing student achievement data³⁷
- respond to the student achievement data and select strategies that have demonstrated success in meeting particular learning needs
- monitor the effectiveness of the selected strategies by analysing individual student achievement data.



36 See CRP-PR-009 *Inclusive Education* <http://www.qed.qld.gov.au/strategic/eppr/curriculum/crppr009/>; *Framework for Gifted Education* when developing an Acceleration Plan <http://education.qld.gov.au/publication/production/reports/pdfs/giftedandtalfwrk.pdf>; and SET Plans <http://www.qed.qld.gov.au/etrf/setplans.html>.

37 This data, or evidence of student achievement, can be from: teacher observations, student portfolios, school-based assessment tasks, the Queensland Comparable Assessment Tasks and national tests. See *Guidelines for using student achievement data to inform teaching and learning* <http://education.qld.gov.au/curriculum/framework/p-12/docs/guidelines-student-data.doc>

Effective use of school resources to improve student learning involves a multi-layered approach that includes:

1. Explicit teaching for all students

- Analyse whole-school student achievement data (for example, reported achievement ratings in Key Learning Areas) and identify patterns of student achievement across the school population.
- Respond with focused and explicit teaching.
- Monitor the results by analysing student achievement data such as student work samples.

2. Targeted teaching

- Provide additional targeted teaching if explicit teaching by the classroom teacher and multiple opportunities to learn are not producing the required results. (This usually involves collaboration with other teaching staff.)
- Monitor the results of this additional targeted teaching.

3. Intensive collaborative teaching

- Provide more intensive teaching in critical areas (in collaboration with other teaching staff) for the small proportion of students who do not respond to targeted teaching.

Standard Australian English, literacy and numeracy

All students require a high degree of competency in spoken and written Standard Australian English, including an understanding of its use in different contexts, if they are to actively participate in society. Standard Australian English (SAE) is the language of instruction in Queensland schools³⁸. Many students will come into the learning environment with a home language, or dialect, other than Standard Australian English. These students will need explicit and scaffolded teaching and assessment.³⁹

Literacy and numeracy⁴⁰ are at the heart of each student's ability to learn and succeed in school and beyond. Literacy and numeracy skills and knowledge are integral to effective learning in every subject area and must be explicitly identified and developed by all teachers across the curriculum in increasing sophistication from Prep to Year 12.

Information and Communication Technologies (ICT)

To become literate and numerate, students need to be adept with emerging digital technologies and be able to use ICT appropriately to access, manage and evaluate information, develop new understandings, and communicate with others in order to participate effectively in society.⁴¹

Schools use ICT as an integral tool to engage students in understanding concepts and processes in more depth and to enable them to demonstrate their understanding, to fit classroom learning to particular students' needs and interests, and to extend the reach of the classroom across space and time.

The curriculum should reflect and build on the digital literacies that students already have. It also provides contexts in which students reflect critically on issues of ethics, safety, popular culture and identity.

38 Students who are Deaf and require signed communication to access and participate in the curriculum may be instructed using Australian Sign Language (Auslan).

39 See *Curriculum guidelines for students learning English as a second or additional language* <http://education.qld.gov.au/curriculum/framework/p-12/docs/guidelines-esl.doc>

40 *Literacy – the Key to Learning Framework for Action 2006–2008* and *Numeracy: Lifelong Confidence in Mathematics Framework for Action 2007–2010* www.education.qld.gov.au/curriculum/area/literacy/index.html

41 MCEETYA Performance and Measurement and Reporting Taskforce (2005).

3.4 Reporting student achievement

The purpose of reporting to parents is primarily to provide information about the learning and achievement of their students. It is also to give students a sense of how they are going and in what areas of the school curriculum they might need to improve. The twice-yearly report provides a summary of student progress against clear achievement expectations and standards in a range of academic and non-academic aspects of schooling.

A five-point scale is used for reporting in Years 1–10⁴² and in Years 11 and 12 for those students studying QSA subjects. The five-point scale (Achievement Ratings) used to indicate progress is guided by *standards*, which are an indication of the quality of the *learning*.

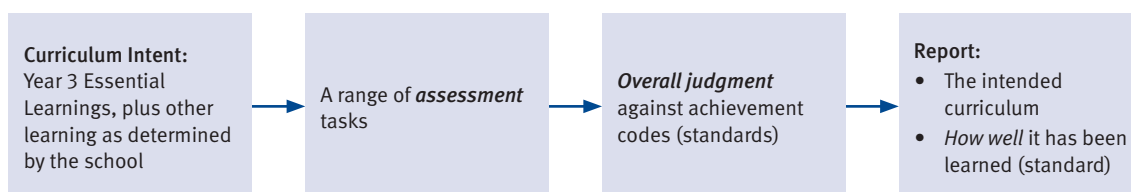
Decisions about learning quality or ‘how well’ in Years P–12, will depend on the student’s learning of both the *breadth* of the intended curriculum and *depth* of learning as demonstrated by their ability to independently apply that learning in a range of contexts. The *intended curriculum* then, describes *what* the student has been given the opportunity to learn while the *standards*, as indicated through the achievement ratings, describe how well the student has learned what was intended.

In Prep, schools are not required to provide written reports to parents on student learning. However, each student’s progress is monitored using the Early Years Record⁴³, which provides a basis for parent–teacher face-to-face reporting twice a year.

In Years 1–9 schools plan their curriculum so that students have multiple opportunities to achieve and consolidate the intended learning. Learning in each year is planned and scaffolded towards the appropriate QCAR Essential Learnings⁴⁴ and includes other desired learning as determined by the school. Some of this intended learning will be assessed using classroom assessment tasks and assigned a standard against criteria derived from the QCAR Standards.

For example, consider a student who has been working on achieving the Year 3 QCAR *Essential Learnings* and other age-cohort learning as determined by the school and teacher. The classroom teacher has provided multiple opportunities to achieve and consolidate this intended learning. To decide on an achievement rating for how well the student has achieved this learning, the teacher makes an ‘on-balance’/overall judgment based on a range of rigorous and authentic assessment processes, and decides on the achievement code – standard – that best ‘captures’ the student’s depth of learning. This may involve informal moderation among peers to strengthen comparability of teacher judgment.

This rating is then *reported* as an indication of the quality of the student’s learning against the expected age-cohort learning.



In cases where a student’s disability may impact on their capacity to engage with aspects of their age-cohort intended curriculum, the Optional Reporting Format is used.⁴⁵

42 See *Guidelines for reporting student achievement* <http://education.qld.gov.au/curriculum/framework/p-12/docs/guidelines-reporting.doc>

43 Guided by the learning statements in the *Early Years Curriculum Guidelines* and accompanying Phase Descriptors. See <http://www.qsa.qld.edu.au/syllabus/981.html>

44 See *Scope and Sequence Years 1–9* at <http://education.qld.gov.au/curriculum/scope.html>

45 See *Guidelines for reporting student achievement* <http://education.qld.gov.au/strategic/accountability/performance/studentreports.html>

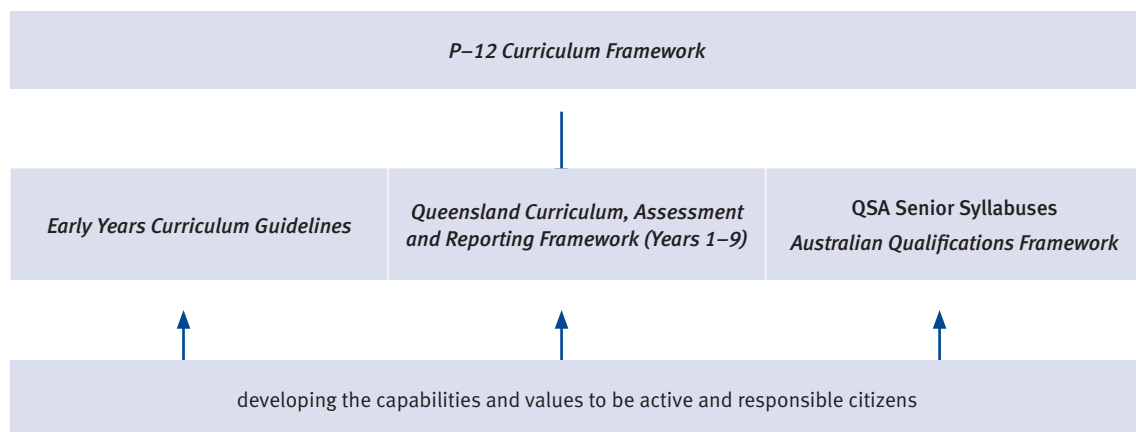
In Years 10–12, student learning of the intended curriculum is reported twice yearly using school-determined formats indicating *what* has been learned and *how well*. A five-point standards scale is used for students enrolled in QSA subjects. Achievement in competency-based VET programs is rated using the standard competency-based ratings.

4. P–12 curriculum framework

4.1 An overarching framework

The *P–12 Curriculum Framework* is an over-arching framework that captures all curriculum requirements from Prep to Year 12.

The intended curriculum spans the learning requirements of the early phase, middle phase and senior phase of learning, as specified in the *Early Years Curriculum Guidelines, Queensland Curriculum, Assessment and Reporting Framework Essential Learnings*, and in QSA senior syllabuses and nationally endorsed training packages and nationally accredited vocational education and training courses. It also includes developing the capabilities and values to be active and responsible citizens. These requirements are the core of a student’s learning program that may be supplemented with other learning as determined by the school and teacher.



4.2 Alignment within the curriculum framework

