


K–12 Curriculum, assessment and reporting framework (K–12 Framework)

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 V8.4

 V9

[Toggle between V9 and V8.4 requirements](#)

K–12 Curriculum, assessment and reporting framework

The *K–12 Curriculum, assessment and reporting framework* (K–12 Framework) specifies the curriculum, teaching and learning requirements for Queensland state schools to deliver equity and excellence in education for all children and students in Kindergarten to Year 12.

The department’s vision in *Equity and Excellence: Realising the potential of every student* (the education strategy) supports schools to build a progressive, high-performing education system that realises the potential of every child and student¹.

Schools:

- › ensure the [right of every student](#) to access education, approved or prescribed kindergarten, primary and secondary, appropriate to their needs
- › prioritise critical key points in each student’s learning journey
- › focus on educational achievement, wellbeing and engagement, and culture and inclusion.

The K–12 Framework sets out the requirements for all Queensland state schools. Schools implement the requirements of the K–12 Framework considering government priorities and in consultation with parents² and the school community³.

The requirements apply to all Queensland state schools, including those that are approved or prescribed to deliver a State Delivered Kindergarten (SDK), distance education kindergarten learning program (eKindy) or Hospital Kindy, and are presented in this document according to the stages of schooling:

- › [Kindergarten](#)
- › Prep to Year 10
- › Years 11 and 12

Meeting the requirements of the K–12 Framework involves effective school leadership, quality teaching and learning, and a focus on improved systematic curriculum implementation, to ensure all students, of all identities and abilities are able to:

- › access and participate in the curriculum alongside their similar-aged peers
- › achieve academically and socially with tailored supports⁴ including reasonable adjustments⁵ that meet their learning needs.

The [Queensland Curriculum and Assessment Authority](#) (QCAA) is responsible for the [Queensland kindergarten learning guideline](#) (QKLG). The QCAA website provides practical resources and advice for enacting the kindergarten curriculum.

Australian Curriculum Assessment and Reporting Authority (ACARA) is responsible for the Prep to Year 10 Australian Curriculum development. To support schools with the transition to the Prep to Year 10 Australian Curriculum Version 9, systematic curriculum implementation, the development of expert teaching teams and the use of effective pedagogical practices, the department has developed:

- › the [Curriculum Gateway](#)[▲]
- › the [Teaching and Learning Hub](#)[▲]

The [QCAA](#) is responsible for Year 11 and 12 senior secondary syllabus development, assessment, quality assurance and certification.

Links to relevant additional information and resources are provided to support Queensland state schools to meet the requirements specified in the K–12 Framework. Websites accessible to Queensland state schools ONLY are indicated by[▲].

State Delivered Kindergarten (SDK), eKindy and Hospital Kindy requirements

Schools must be approved or prescribed to deliver a kindergarten program under the *Education (General Provisions) Act 2006 (Qld)* and *Education (General Provisions) Regulation 2017*.

The number of children registered in an SDK at the school determines what [early childhood legislation applies](#) — either the *Education and Care Services Act 2013 (ECS Act)* or the *Education and Care Services (National Law)*. Similarly, staff qualification requirements vary depending on which law applies. Principals can follow the [SDK policies and procedures](#) and [SDK Operational Handbook](#) for more information.

Focus areas	Schools are required to:
Data	<ul style="list-style-type: none">› document, monitor and review attendance data⁶, anecdotal evidence and assessment data, including learning across the phases of the <i>Continua of learning and development</i>, to determine focus areas for the sustained improvement of children's⁷ learning, development and wellbeing› use a range of data together with the National Quality Standard (NQS) to inform quality improvement strategies for the kindergarten program and school performance planning› record and retain⁸ data and documentation⁹
Curriculum	<ul style="list-style-type: none">› enact the five learning and development areas of the <i>Queensland kindergarten learning guideline 2024 (QKLG)</i> through planned and spontaneous child-centred experiences
Documenting, assessing and planning	<ul style="list-style-type: none">› use an ongoing, strengths-based¹⁰ planning process that includes:<ul style="list-style-type: none">› gathering evidence and documenting learning› analysing and evaluating evidence across all learning and development areas using the <i>Continua of learning and development</i>› planning responsively for and from learning› implementing intentional learning experiences› critically reflecting¹¹ on teaching and learning› develop transition statements at the end of the year by collaborating with families, and reflecting on a range of documentation and evidence across the <i>Continua of learning and development</i> over time
Pedagogy	<ul style="list-style-type: none">› use <i>A whole school approach to pedagogy</i>› employ a range and balance of age-appropriate, intentional and effective pedagogies outlined in the QKLG, including play-based and inquiry learning› explore and enhance digital learning in teaching and learning
Inclusion and diversity	<ul style="list-style-type: none">› use the QKLG to support inclusive and equitable access, participation and engagement in kindergarten
Health and wellbeing education	<ul style="list-style-type: none">› use the QKLG to build respectful and reciprocal relationships and support children's wellbeing
Managing risks in school curriculum activities	<ul style="list-style-type: none">› provide risk assessment documentation, in accordance with the <i>SDK delivery procedure</i> and <i>Managing risks in school curriculum activities procedure</i>

Prep–Year 10 requirements

Focus areas	Schools are required to:
Data	<ul style="list-style-type: none">› monitor or review assessment and reporting data¹² to determine focus areas for sustained improvement in educational achievement, wellbeing and engagement, and culture and inclusion› use assessment and reporting data, including the Equity and Excellence priority support measures, as part of school performance planning, to ensure quality systematic curriculum implementation, effective pedagogical practices and differentiated teaching and learning
Curriculum	<ul style="list-style-type: none">› provide all eight learning areas of the Prep to Year 10 Australian Curriculum¹³ to all students and if appropriate, provide the Queensland Instrumental Music Curriculum› use Minimum requirements for providing the Australian Curriculum in Prep to Year 10 (AC V9) to inform planning and manage teacher workload› plan, document, retain⁸ and monitor or review the school’s plan for systematic curriculum implementation, which includes three levels of planning› explicitly teach the reading knowledge, understanding and skills specified in each year level of the Australian Curriculum: English
Pedagogy	<ul style="list-style-type: none">› use A whole school approach to pedagogy in response to assessment and reporting data› employ effective pedagogy, using the principles (the curriculum, the learning and the learner), to support students’ achievement, wellbeing and engagement› explore and enhance digital learning in teaching and learning
Differentiated teaching and learning	<ul style="list-style-type: none">› use A whole school approach to differentiated teaching and learning to provide the curriculum in ways that meet the diverse learning needs of all students› use school-wide processes¹⁴ to identify groups and individuals who require tailored supports› employ tailored supports to ensure all students can access the curriculum being provided
Individual Curriculum Plan	<ul style="list-style-type: none">› provide an Individual Curriculum Plan (ICP) for the small percentage of students who are assessed against a different year level achievement standard in some or all learning areas and/or subjects› identify students using consistent school-wide processes› for identified students, develop the appropriate category of ICP, record the decision in OneSchool in the Support Tab under the Individual Curriculum Plan component of the Student Plan and record parental endorsement› review the ICP at the end of each semester› monitor each student’s ICP while considering the long-term implications¹⁵

Prep–Year 10 requirements

Focus areas	Schools are required to:
Homework	<ul style="list-style-type: none">› develop a whole school approach to homework¹⁶ policy and communicate it with the school community› monitor or review whether homework:<ul style="list-style-type: none">› is effective in supporting learning› allows sufficient time for family, recreation, and community and cultural activities› does not disadvantage students due to a lack of access to resources
Health and wellbeing education	<ul style="list-style-type: none">› deliver health and wellbeing education[▲], including respectful relationships education, and alcohol and other drugs education through the provision of the Australian Curriculum and a whole school approach to learning and wellbeing› deliver, annually a water safety and swimming¹⁷ education program in Prep to Year 6
Managing risks in school curriculum activities	<ul style="list-style-type: none">› provide risk assessment documentation, in accordance with the Managing risks in school curriculum activities procedure to demonstrate how foreseeable risks and hazards of curriculum activities have been identified, assessed and controlled
Future pathways	<ul style="list-style-type: none">› support each student to develop a Senior Education and Training (SET) Plan by the end of Year 10, and provide opportunities for them to review their plan throughout Years 11 and 12› maintain a learning account¹⁸ for all students with the Queensland Curriculum and Assessment Authority (QCAA) and report to the QCAA on students' enrolment and results information in accordance with the QCAA Senior Education Profile calendar
Assessment	<ul style="list-style-type: none">› use year and/or band planning to ensure sufficient evidence is gathered in each learning area and/or subject› use or design, document and retain summative assessment and monitoring strategies against targeted aspects of the relevant achievement standard, incorporating tailored supports when appropriate, so that all students can demonstrate their learning› ensure summative assessment includes task details and a marking guide that uses the relevant achievement standard, assessable elements and reporting scale› maintain and retain an assessment folio¹⁹ for each student in each learning area and/or subject provided› use, where appropriate, literacy and numeracy monitoring tools²⁰ to inform differentiation and focused and intensive teaching› administer standardised assessments in Years 3, 5, 7 and 9 within the National Assessment Program — Literacy and Numeracy (NAPLAN)› if selected as a sample school or opting in, administer National Assessment Program (NAP) sample assessments to sample students in Years 6 and 10
Moderation processes	<ul style="list-style-type: none">› use a whole school approach to moderation processes to align curriculum, pedagogy, assessment and reporting; and to ensure consistent judgements and accurate reporting against the achievement standards

Prep–Year 10 requirements

Focus areas	Schools are required to:
Reporting to parents	<ul style="list-style-type: none">› provide a plain language²¹ academic report, twice a year› report on what was provided in the reporting period› complete academic reports using OneSchool› report as A, B, C, D and E (or an equivalent reporting scale)²²› report on English as an additional language or dialect (EAL/D) students²³ who are provided intensive Standard Australian English (SAE) language teaching within their first 12 months of schooling in Australia, as appropriate› on request from a parent or in consultation with the school community, provide comparative reporting for each learning area and/or subject provided to the student while maintaining individuals' privacy› offer²⁴ parents the opportunity to discuss their child's achievement and progress with their child's teachers twice a year› report on students who have an endorsed Individual Curriculum Plan (ICP), as appropriate to the category of ICP

Year 11 and 12 requirements

Focus areas	Schools are required to:
Curriculum	<ul style="list-style-type: none">› follow the policies and procedures of the Queensland Certificate of Education (QCE) system as outlined by the Queensland Curriculum and Assessment Authority (QCAA)› ensure that all teaching, learning and assessment programs comply with the requirements of the relevant authorities, for example:<ul style="list-style-type: none">› QCAA General, General (Extension), Applied, Applied (Essential), Short Course, Senior External Examinations syllabuses, and recognised studies› Australian Skills Quality Authority for Vocational Education and Training (VET)› International Baccalaureate› support students on a pathway to achieve the goals of their SET Plan with a program of learning that enables them to attain a Senior Education Profile (SEP), which may include a:<ul style="list-style-type: none">› Senior Statement› Queensland Certificate of Education or Queensland Certificate of Individual Achievement (see eligibility requirements)› comply with the requirements of the relevant authorities for quality assurance and certification procedures› comply (if a school Registered Training Organisation) with the collection requirements and procedures of the relevant authorities to collect, verify and report the Unique Student Identifier for all students enrolled in a VET program› use <i>A whole school approach to differentiated teaching and learning</i> in the ways that meet the diverse learning needs of all students, following requirements of QCAA
Managing risks in school curriculum activities	<ul style="list-style-type: none">› maintain risk assessment documentation, in accordance with the Managing risks in school curriculum activities procedure to demonstrate how foreseeable risks and hazards of curriculum activities have been identified, assessed and controlled

Year 11 and 12 requirements

Focus areas	Schools are required to:
Health and wellbeing education	<ul style="list-style-type: none">› deliver health and wellbeing education[▲], including respectful relationships education, and alcohol and other drugs education through a whole school approach to learning and wellbeing› deliver and record completion of cardiopulmonary resuscitation training²⁵ or recognition of prior learning in OneSchool by the end of Year 12
Reporting to parents	<ul style="list-style-type: none">› provide a plain language academic report, twice a year› report on what was taught and assessed in the reporting period› complete academic reports using OneSchool› report as A, B, C, D and E (or an equivalent reporting scale)› report on EAL/D students who are provided intensive SAE language teaching within their first 12 months of schooling in Australia, as appropriate› on request from a parent or in consultation with the school community, provide comparative reporting for each subject provided to the student while maintaining individuals' privacy› offer parents the opportunity to discuss their child's achievement and progress with their child's teachers twice a year
Reporting to QCAA	<ul style="list-style-type: none">› report to the QCAA on students' enrolment and results information in accordance with the Senior Education Profile calendar

Endnotes

- ¹ **Student** refers to individuals and groups and can be used interchangeably with children, reflecting the use of both terms in the policies, procedures and curriculum/quality improvement frameworks relevant to kindergartens in Queensland state schools.
- ² **Parents** refers to parents, carers, guardians, kinship, families and people who exercise parental responsibility for the child.
- ³ **School community** refers to school staff, students, parents, local business, community organisations and visitors to the school.
- ⁴ **Tailored supports** are those which identify the individual needs of students and address barriers to learning to ensure every student can access their learning environment, engage in learning and demonstrate what they know and can do.
- ⁵ **Adjustments** are actions or changes that schools make so that a student can take part in education. Any student may require an adjustment when there is a barrier to learning. All schools have a legal obligation to make reasonable adjustments to enable students with disability to access and participate in education including the curriculum and school activities on the same basis as other students. For more information refer to [Nationally Consistent Collection of Data \(NCCD\) on School Students with Disability – Disability Standards for Education: A Practical Guide for Individuals, Families and Communities](#).
- ⁶ **Attendance data** refers to the proportion of registered children who attend, in the year before full-time school, quality early childhood education program(s) for 600 hours per year as outlined in the [Preschools Reform Agreement](#).
- ⁷ **Children** refers to individuals and groups and can be used interchangeably with students, reflecting the use of both terms in the policies, procedures and curriculum/quality improvement frameworks relevant to kindergartens in Queensland state schools.
- ⁸ **Retention and disposal**[▲] of curriculum records must comply with [Section 13](#) of the [Public Records Act 2002](#), the department's [Records Management OnePortal page](#)[▲] and the [Education and Training Sector retention and disposal schedule](#).
- ⁹ **Documentation:** Teachers and educators document children's participation in the kindergarten program and their ongoing learning progress. This documentation is accessible to children, parents/carers and family members to support collaborative reflection and decision making about learning.

- 10 **Strengths-based planning** is gathering evidence and documenting what children know, understand and can do across the [five learning and development areas](#) within the [QKLG](#).
- 11 **Critically reflecting** involves reflective practices that focus on implications for learning and development and equity and social justice.
- 12 **Assessment and reporting data** informs teaching and learning in schools and aligns with the [Joint Statement for the Purpose and Use of data in Queensland State Schools](#), and is guided by the [Data Literacy Framework](#)[▲] and associated resources.
- 13 **Providing the Australian Curriculum in Prep to Year 10** or equivalent is a requirement of the Australian Government. This may include the International Baccalaureate and other recognised curriculum offerings available in OneSchool.
- 14 **School-wide processes** include identification of groups and individuals either on enrolment or through ongoing processes of identification using assessment and reporting data.
- 15 **Long-term implications** resulting from ongoing alterations to the curriculum provided, the time taken to progress through the curriculum, and the relevant year/s of the curriculum provided may affect a student's future pathways as they progress towards either a QCE or a QCIA.
- 16 **Homework** is effective in supporting learning when it is: related to the curriculum, consolidates, revises and/or applies student classroom learning, differentiated to individual needs, develops a student's independence as a learner and assists students to prepare for upcoming classroom learning.
- 17 **Water safety programs:**
- Align to the Australian Curriculum: Health and Physical Education.
 - Provide opportunities for students to attain competencies aligned to the National Swimming and Water Safety Framework.
 - Meet the expectations outlined in the Statement of expectations water safety and learn to swim programs.
 - Include both classroom-based learning and water location learning across the band.
- 18 **Learning account** information is available in [Education \(Queensland Curriculum and Assessment Authority\) \(QCAA\) Act 2014](#) and [QCAA QCE and QCIA policy and procedures handbook v4.0](#).
- 19 **Assessment folios** contain the evidence of achievement: student responses to assessment, including the tasks and the graded marking guides, as specified in the year and/or band plan.
- 20 **Literacy and numeracy monitoring tools** provided by the Department of Education may include [P–10 Literacy continuum](#),[▲] [P–10 Numeracy continuum](#)[▲] and [An introductory guide to the Bandscales State Schools \(Queensland\) for English as an additional language or dialect \(EAL/D\) learners](#).
- 21 **Plain language** is clear and easy to understand. It includes the use of active voice, common words and short sentences.
- 22 **Reporting scale** information is found in [Reporting to parents in Prep to Year 12](#).
- 23 **EAL/D student progress** is monitored to identify students who require ongoing intensive SAE language teaching for longer than 12 months and those whose learning will be adequately supported through focused and/or intensive teaching.
- 24 **Offer opportunities** for parents to have discussions with teachers responsible for programs delivered by specialist and/or itinerant teachers such as Instrumental Music. Schools are to consider the numbers of students undertaking programs as well as the role and employment conditions of the teachers.
- 25 **Cardiopulmonary resuscitation training (CPR)**. Training consistent with the guidelines of CPR for Life that may be provided by appropriately qualified staff, external providers or through recognition of prior learning achieved through other programs validated by the school (e.g. Queensland Ambulance Service, Surf Life Saving Queensland or Red Cross).

Minimum requirements for providing the Australian Curriculum in Prep to Year 10 (AC V9)

The information below provides the minimum requirements for providing the Australian Curriculum in Prep to Year 10, using the Australian Curriculum Version 9.

Provision

Schools are required to:

- ▶ **Provide all eight learning areas of the Prep to Year 10 Australian Curriculum¹ to all students² and if appropriate, provide the Queensland Instrumental Music Curriculum.**

Schools provide all eight learning areas of the Prep to Year 10 [Australian Curriculum](#) to all students. At a minimum, schools provide effective coverage of the relevant achievement standard for each learning area and/or subject provided in each year and/or band. [Curriculum elements](#)[▲] including content descriptions assist schools to provide specific learning contexts for the achievement standards and guide decisions about planning and assessment.

Minimum requirements for the eight learning areas and/or subjects include:

- › using learning areas in Prep to Year 6, informed by the corporate subject list report³
- › using subjects in Years 7 to 10, informed by the corporate subject list report
- › which semester or semesters to teach, assess and report on the relevant learning areas/subjects:
 - › determine how much **time to allocate** to each learning area/subject
 - some learning areas/subjects can be provided over time, across a band of years or compressed in a year within a band; if compressing delivery into a term, semester or a year, consider implications for the total time necessary for effective coverage of the relevant standard
 - › schools may choose to provide more than the minimums, if appropriate to their context and use cross-disciplinary⁴ learning approaches to maximise learning time
- › making decisions about how to meet the minimum requirements suitable for the school's context (see [Pages 12–13](#)).

Schools use a whole school approach to explicitly teach the reading knowledge, understanding and skills specified in each year level of the Australian Curriculum: English and across all learning areas and subjects through the General capability: Literacy.

More information regarding the teaching of reading through the Australian Curriculum can be found in the [Reading Position Statement](#) and [Literature Review](#), available on the [Curriculum Gateway](#)[▲].

Schools may provide other recognised curriculum offerings, such as the [Queensland Instrumental Music Curriculum](#), Vocational Education and Training, [International Baccalaureate](#) or [Value Added Programs](#)[▲] available in OneSchool, in response to the needs of the students and their context.

Decisions schools make about the provision of the curriculum ensure that all students can access their entitlement to learning.

- ▶ **Use *Minimum requirements for providing the Australian Curriculum in Prep to Year 10 to inform planning and manage teacher workload.***
 - › See [Page 12](#) for Minimum requirements for Prep and for Years 1 to Year 6.
 - › See [Page 13](#) for Minimum requirements for Years 7 to 10.

Planning

Schools are required to:

- ▶ **Plan, document, retain⁵ and monitor or review the school's plan for systematic curriculum implementation, which includes three levels of planning.**

The minimum requirements for the [three levels of planning](#)⁶ include:

Curriculum provision planning

- › Curriculum provision planning indicates how and when all Australian Curriculum learning areas and/or subjects will be provided in response to the diverse learning needs of students in the school community. Decisions are documented and retained in either the [Curriculum provision and reporting plan](#)[▲] or in timetabling in OneSchool.

Year and/or band planning

- › Year and/or band planning outlines the plan for curriculum and assessment in response to the diverse learning needs of students in the cohort. These plans specify:
 - › a developmental sequence of units
 - › information about the assessment that students will undertake to demonstrate their learning at each year level/band, including a range and balance of [assessment conventions](#)[▲]
 - › the effective coverage of the relevant achievement standard.

The format and storage of documentation for year and/or band planning is a school-based decision.

Unit planning

- › Unit planning, aligned to the year and/or band planning, responds to the diverse needs of students in a class and details the:
 - › summative assessment(s), including the task(s) and marking guides that target particular aspects of the relevant achievement standard, and monitoring strategies
 - › sequence of teaching and learning informed by:
 - relevant content descriptions and aligned curriculum elements⁷ to be addressed in relation to the content of the unit
 - pedagogical approaches, practices and teaching strategies appropriate to the principles (the curriculum, the learning and the learners) of [pedagogy](#)[▲]
 - › differentiation⁸ and tailored supports employed to ensure all students can access the learning. Adjustments⁹ for individuals can be recorded in OneSchool in the Student Plan and/or Class Dashboard.

The format and storage of documentation for unit planning is a school-based decision.

Example planning materials are available on the [Curriculum Gateway](#)[▲]. All departmental resources are to be adapted to suit the local school context.

Evidence of risk assessment for all activities is documented within the three levels of planning. Curriculum Activity Risk Assessment records for high and extreme risk activities are required in OneSchool. More information is found in [Curriculum Activity Risk Assessment](#).

The school's plan for systematic curriculum implementation is to be made available for sharing with students, parents and the wider school community.

Schools ensure [records retention and disposal](#)[▲] of curriculum records comply with [Section 13](#) of the [Public Records Act 2002](#), the department's [Records Management OnePortal page](#)[▲] and the [Education and Training Sector retention and disposal schedule](#).

Access the [Record retention and disposal of curriculum planning and assessment records in Prep to Year 10 Frequently asked questions](#)[▲] to find the answers to commonly asked questions.

Minimum requirements for learning areas in Prep to Year 6

Prep Year	
Australian Curriculum learning areas	How to provide (teach, assess and report on) or experience (teach and monitor)
English	Provide (teach, assess and report on) in every semester in Prep
Mathematics	
Health and Physical Education	
Science	Provide or experience¹² (teach and monitor¹³) in at least one semester in Prep <ul style="list-style-type: none"> › Prep achievement standards are available for each learning area and are used to inform teaching and learning. › Experiencing means that students access teaching and learning in these learning areas and learning is monitored rather than summatively assessed and reported on. More information about assessment is found in Assessment in Prep to Year 10. Schools determine whether some or all experienced learning areas appear on the students' academic report. › Experiencing ensures continuity of learning in an age-appropriate way and that the necessary learning for success in Year 1 is undertaken.
Humanities and Social Sciences	
Technologies	
The Arts ¹⁰	
Music (where there is a Specialist Music Teacher) ¹¹	
Languages ¹⁴	Languages is encouraged in Prep

In Prep, decisions about which learning areas will be **provided** and which will be **experienced** are documented in OneSchool using the [Curriculum provision and reporting plan](#) functionality. Schools select the semester, the time allocated and whether or not the learning area will be reported on. A *Curriculum provision plan* report can be generated.

Years 1 to 6	
Australian Curriculum learning areas	How to provide (teach, assess and report on)
English	Provide in every semester every year
Mathematics	
Health and Physical Education	Provide in at least one semester every year
Science	
Humanities and Social Sciences	
Music (where there is a Specialist Music Teacher) ¹¹	
Technologies	Provide in at least one semester in the band
The Arts ¹⁰	
Languages ¹⁴	Languages is encouraged in Years 1 to 4 Provide in at least one semester in each year in Years 5 and 6

Recommended time allocations ¹⁵ in hours per year or band of years								
Australian Curriculum Learning areas	Hours	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	per year	280	280	280	280	280	240	240
	per week	7	7	7	7	7	6	6
Mathematics	per year	200	200	200	200	200	200	200
	per week	5	5	5	5	5	5	5
Health and Physical Education	per band/year	80	160 (80 hours per year)		160 (80 hours per year)		160 (80 hours per year)	
	per week	2	2		2		2	
Science	per year	20	20	20	40	40	60	60
	per week	30 mins	30 mins	30 mins	1	1	1 h 30 m	1 h 30 m
Humanities and Social Sciences	per year	20	20	20	40	40	60	60
	per week	30 mins	30 mins	30 mins	1	1	1 h 30 m	1 h 30 m
The Arts	per band/year	40	80 (40 hours per year)		120 (60 hours per year)		120 (60 hours per year)	
	per week	1	1		1 h 30 m		1 h 30 m	
Technologies	per band/year	20	40 (20 hours per year)		80 (40 hours per year)		100 (50 hours per year)	
	per week	30 mins	30 mins		1		1 h 15 m	
Languages	per band/year	20	80 (40 hours per year)		80 (40 hours per year)		120 (60 hours per year)	
	per week	30 mins	1		1		1 h 30 m	

 In Prep, schools have the option to provide or experience these learning areas.

Minimum requirements for subjects in Years 7 to 10

Years 7 to 10		
Australian Curriculum subjects	How to provide (teach, assess and report on)	
	Years 7 to 8	Years 9 to 10
English	Provide in every semester every year in Years 7 to 10	
Mathematics		
Science		
History	Provide in at least one semester in each year in Years 7 to 10	
Health and Physical Education		
Geography	Provide each of the subjects in at least one semester across Years 7 and 8	Provide electives in Years 9 and 10 from the Australian Curriculum. Schools use the corporate subject list report as electives for students to choose.
Civics and Citizenship		
Economics and Business	Provide Digital Technologies in at least one semester in Years 7 and 8 band	
Technologies ¹⁶		
	Provide Design and Technologies in at least one semester in the Years 7 and 8 band or provide one or more of the related subjects from the corporate subject list report in at least one semester in the Years 7 and 8 band	
Dance	Provide at least one of The Arts subjects in at least one semester in the Years 7 and 8 band	
Drama		
Media Arts		
Music		
Visual Arts		
Languages ¹⁴	Provide in at least one semester in each year in Years 7 and 8 band	
Work studies ¹⁷		

Recommended time allocations ¹⁵ in hours per year or band of years				
Australian Curriculum subjects	Year 7	Year 8	Year 9	Year 10 ¹⁸
English	140	140	140	130
Mathematics	140	140	140	130
Science	95	95	140	130
Health and Physical Education*	140		140	
History	50	50	50	45
Geography	90 ¹⁹	90 ¹⁹	50 ²⁰	45 ²⁰
Economics and Business				
Civics and Citizenship	140		140	
Dance				
Drama				
Media Arts				
Music				
Visual Arts				
Technologies	140		140	
Languages	140		140	

 Schools offer Australian Curriculum subjects as electives for students to select in Years 9 and 10.

* Schools are required to deliver Respectful relationships and Alcohol and other drugs education. They may do this as part of the delivery of a learning area, for example: Health and Physical Education; as part of cross-disciplinary learning; or as a school-based program.

Endnotes

- 1 **Providing the Australian Curriculum in Prep to Year 10** or equivalent is a requirement of the Australian Government. This may include the International Baccalaureate and other recognised curriculum offerings aligned to the Australian Curriculum available in OneSchool.
- 2 **All students** across all educational settings and contexts are entitled to an education without exception. [Australian Curriculum: Student Diversity](#) advises schools on how to use the curriculum to meet the learning needs of all students.
- 3 The **Corporate subject list** report returns information on corporate learning areas and subjects available to timetable and can be generated by navigating to OneSchool Reports > School Management.
- 4 **Cross-disciplinary** approaches require schools to report against the Australian Curriculum learning areas or subjects from which the assessment is drawn.
- 5 **Retention and disposal**▲ of curriculum records must comply with [Section 13](#) of the [Public Records Act 2002](#), the department's [Records Management OnePortal page](#)▲ and the [Education and Training Sector retention and disposal schedule](#).
- 6 **Three levels of planning** include curriculum provision planning, year and/or band planning and unit planning. Each level provides a greater degree of detail about how the curriculum is provided.
- 7 **Aligned curriculum elements** are surfaced on the Australian Curriculum website. The Australian Curriculum is a three-dimensional curriculum which includes curriculum elements such as achievement standards, content descriptions, level descriptions, general capabilities and cross-curriculum priorities.
- 8 **Differentiation** that becomes increasingly personalised is enacted using [A whole school approach to differentiated teaching and learning](#).
- 9 **Adjustments** are actions or changes that schools make so that a student can take part in education. Any student may require an adjustment when there is a barrier to learning. All schools have a legal obligation to make reasonable adjustments to enable students with disability to access and participate in education including the curriculum and school activities on the same basis as other students. For more information refer to [Nationally Consistent Collection of Data \(NCCD\) on School Students with Disability – Disability Standards for Education: A Practical Guide for Individuals, Families and Communities](#).
- 10 **The Arts** includes five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Across Prep to Year 6 students are given the opportunity to study all five Arts subjects. There is flexibility for schools to develop programs of learning that may involve integrated units within The Arts. The Arts learning area achievement standard for Prep is used even if an individual subject is provided.
- 11 **Schools with a specialist music teacher** provide Music as an individual subject in each year level from Prep to Year 6 for 30 minutes per week. For these schools, the other four The Arts subjects will need to be delivered in the remainder of the allocated time, see table below. These schools provide Music using the subject-specific achievement standard where available.

		Prep	Years 1 to 2	Years 3 to 4	Years 5 to 6
The Arts ¹⁰	per band/year	Music (20 hours)	Music 40 (20 hours per year)	Music 40 (20 hours per year)	Music 40 (20 hours per year)
		Dance, Drama, Media Arts and Visual Arts (20 hours)	Dance, Drama, Media Arts and Visual Arts 40 (20 hours per year)	Dance, Drama, Media Arts and Visual Arts 80 (40 hours per year)	Dance, Drama, Media Arts and Visual Arts 80 (40 hours per year)
	per week	Music (half hour per week)	Music (half hour per week)	Music (half hour per week)	Music (half hour per week)
		Dance, Drama, Media Arts and Visual Arts (half hour per week)	Dance, Drama, Media Arts and Visual Arts (half hour per week)	Dance, Drama, Media Arts and Visual Arts (one hour per week)	Dance, Drama, Media Arts and Visual Arts (one hour per week)

- 12 **Experience in Prep** means students may experience (teach and monitor) some learning areas rather than report on all eight learning areas. OneSchool functionality in the [Curriculum provision and reporting plan](#)▲ is used to reflect these decisions.
- 13 **Monitor** is what teachers do as a part of their teaching and is the analysis of student learning. It provides valuable information on students' learning progress and the teachers' pedagogical choices and their impact, often evidenced through behaviour and engagement. Monitoring is used for differentiated teaching and learning.
- 14 **Languages** includes 16 discrete subjects and 2 frameworks. Schools may offer more than one Languages subject. Schools are encouraged to provide Languages across Prep to Year 12. Where resources are not available schools consider innovative ways to deliver the curriculum including local, digital and virtual solutions. For more information refer to [Global schools through languages](#)▲.
- 15 **Recommended time allocations** guide the provision of the whole curriculum. The allocation of time reflects the content of Version 9 of the Australian Curriculum. Schools make decisions about the allocation of time to suit their local context and may provide more time to learning areas that are a priority. Specialist teachers assist in providing non-contact time and this may influence school decisions on time allocations.
- 16 **Technologies** comprises two subjects: Digital Technologies and Design and Technologies. A technologies program across Years 7 and 8 is designed to address all four contexts of the Design and Technologies subject (engineering principles and systems, food and fibre production, food specialisations and materials and technologies specialisations). A program that delivers the minimum time allocation across Years 7 and 8 may not provide opportunities to address all contexts.
- 17 **Work studies** is available in Version 8.4 only.
- 18 Year 10 is based on 38 weeks per year rather than 40 weeks per year.
- 19 The recommended time encompasses the three Humanities and Social Sciences subjects, Geography, Civics and citizenship, Economics and business.
- 20 Each of these Humanities and Social Sciences subjects can be provided as electives for students to choose. To ensure an appropriate program of learning and flexible timetabling, the recommended time applies to each subject. This will support continuity and success in senior secondary subjects.



Minimum requirements for providing Australian Curriculum in Prep to Year 10 (AC V8.4)

The information below elaborates on the minimum requirements for providing the Australian Curriculum V8.4 learning areas and/or subjects in Prep to Year 10. Further information for schools, including resources to support the development of [three levels of planning](#)[▲] can be accessed through the [Assessment and Moderation Hub](#)[▲].

<p>Schools provide all eight learning areas of the Prep to Year 10 Australian Curriculum to all students, without exception.</p>	<p>Schools provide (teach, assess and report on) all eight learning areas of the Prep to Year 10 Australian Curriculum^{1,2} to all students, without exception.</p> <p>At a minimum, schools are required to cover all aspects of the relevant achievement standard for each learning area and/or subject provided in each year and/or band. Curriculum elements[▲] including the content descriptions assist schools to provide specific learning contexts for the achievement standards and guide decisions about teaching, learning and assessment.</p>
<p>Schools make decisions about how to meet the minimum requirements suitable for their context.</p>	<p>Minimum requirements mean schools:</p> <ul style="list-style-type: none"> › use learning areas in Prep to Year 6, informed by corporate learning area/subject list › use learning areas/subjects in Years 7 to 10, informed by corporate learning area/subject list › choose which semester or semesters to teach, assess and report on the relevant learning areas/subjects › determine how much time to allocate to each learning area/subject; and if compressing delivery into a term, semester or a year, consider the implications for the total time necessary for effective coverage of the achievement standard › ensure decisions about time allocations correlate to plans for coverage of the achievement standard recorded in year/band plans › explicitly teach, administer summative assessment and report on the achievement standard › use OneSchool’s timetabling and reporting[▲] functionality to record decisions about the provision of and reporting on the curriculum › may choose to provide more than the minimums, if appropriate to their context.
<p>Schools document, retain, and monitor or review their whole school curriculum, assessment and reporting plan which details how and when all Australian Curriculum learning areas and/or subjects will be provided. It includes three levels of planning.</p>	<p>The whole school curriculum assessment and reporting plan, with three levels of planning[▲], is the mechanism to document the long-term plan for the provision of the whole curriculum in ways that respond to the diverse learning needs of all students. Refer to <i>A whole school approach to differentiated teaching and learning</i>.</p> <p>The three levels of planning align vertically and horizontally, each level providing a greater degree of detail about the teaching and learning. The school’s plan for curriculum delivery is to be made available for sharing with students, parents and the wider school community.</p> <p>Schools are required to ensure retention and disposal of three levels of planning records complies with section 13 of the <i>Public Records Act 2002</i> (Qld), the departments Records management OnePortal page[▲], and the <i>Education and Training Sector retention and disposal schedule</i>.</p> <p>Curriculum into the Classroom^{3▲} materials support the provision of the Australian Curriculum. Schools are encouraged to adapt these materials to suit their context. When adapting, ensure that alignment to the relevant achievement standard is maintained.</p>

1 A requirement of the Australian Government is to provide the [Australian Curriculum](#), a three-dimensional curriculum, in Prep to Year 10 or equivalent. This may include the [International Baccalaureate](#) or other recognised curriculum offerings available in OneSchool.

2 Government priorities include: Schools of the future, which supports schools provide [Science, Technologies and Mathematics \(STEM\)](#); [Global schools through languages](#)[▲], which supports schools provide Languages; and providing health and wellbeing education including [Respectful Relationships Education](#).

3 Schools providing Science and the Humanities and Social Sciences using the [P–6 Curriculum Planning Model](#), cover Australian Curriculum achievement standards in two-year bands.

Key: ▲ indicates internal website accessible to Queensland state schools Revised February 2022

V8.4 Minimum requirements for providing the curriculum in Prep to Year 6

In Prep to Year 6, the **minimum requirements** for providing the eight learning areas of the Australian Curriculum are as follows.

Prep to Year 2	
Learning areas	When to provide
English ⁴ Mathematics Science	Provide in every semester every year from Prep to Year 2
Health and Physical Education Humanities and Social Sciences (Learning area achievement standard)	Provide in at least one semester every year in Prep to Year 2
Technologies (Learning area achievement standard) The Arts ⁵ (Learning area achievement standard) and Music (as appropriate)	Provide in at least one semester of the band
Languages	Schools are strongly encouraged to provide Languages in this band

Years 3 to 6	
Learning areas	When to provide
English ⁴ Mathematics Science	Provide in every semester every year in Years 3 to Year 6
Health and Physical Education Humanities and Social Sciences (Learning area achievement standard)	
Technologies (Learning area achievement standard) The Arts ⁵ (Learning area achievement standard) and Music (as appropriate)	Provide in at least one semester of each band of years
Languages	Schools are strongly encouraged to provide Languages in Years 3 and 4 Provide in at least one semester of each year of the band in Years 5 and 6

Some learning areas can be implemented over time, across a band of years or compressed in a year within a band. When providing the learning areas, consider the appropriate amount of time to deliver the curriculum using the recommended time allocations⁶ for Prep to Year 6 shown below. Schools are encouraged to provide Languages from Prep.

Learning areas	Recommended time allocations							
	Hours	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	Per year	280	280	280	280	240	240	240
	Per week	7	7	7	7	6	6	6
Mathematics	Per year	200	200	200	200	200	200	200
	Per week	5	5	5	5	5	5	5
Health and Physical Education	Per year	80	80	80	80	80	80	80
	Per week	2	2	2	2	2	2	2
Science	Per year	20	20	20	70	70	70	70
	Per week	30 mins	30 mins	30 mins	1h 45m	1h 45m	1h 45m	1h 45m
Humanities and Social Sciences	Per year	20	30	30	60	60	80	80
	Per week	30 mins	45 mins	45 mins	1h 30m	1h 30m	2h	2h
The Arts	Per year	120 (40 hours per year)			100 (50 hours per year)		100 (50 hours per year)	
	Per week	1h			1h 15m		1h 15m	
Technologies	Per year	60 (20 hours per year)			80 (40 hours per year)		120 (60 hours per year)	
	Per week	30m			1h		1h 30m	
Languages	Per year	120 (40 hours per year)			120 (60 hours per year)		120 (60 hours per year)	
	Per week	1h			1h 30m		1h 30m	

⁴ The [Australian Curriculum](#): English specifies using Standard Australian English as the basis for teaching, including the teaching of spelling. It also specifies teaching handwriting from Prep to Year 7. Teach Queensland Modern Cursive Script.

⁵ Students should be given the opportunity to study all five Arts subjects across Prep to Year 6. If schools have a Music specialist, they may provide Music using the subject specific achievement standard, while the other four subjects become the contexts provided using the learning area achievement standard.

⁶ The recommended time allocations are a guide provided to help schools plan for the provision of the whole curriculum. However, schools make decisions about allocation of time to suit their local context.

Key: ⁴ indicates internal website accessible to Queensland state schools Revised February 2022

V8.4 Minimum requirements for providing the curriculum in Years 7 to 10

In Years 7 to 10, the **minimum requirements** for providing the eight learning areas/subjects are as follows.

Years 7 to 10			
Learning areas/subjects	When to provide	Electives	
English ⁷ Mathematics Science	Provide in every semester every year in Years 7 to 10		
Health and Physical Education	Provide in every semester in Years 7 and 8 Provide in at least one semester in each year in Years 9 and 10		
Humanities and Social Sciences	<ul style="list-style-type: none"> › Humanities and Social Sciences (Year 7 only) OR › History › Geography › Civics and Citizenship › Economics and Business › Work Studies (Years 9 and 10 only) 	Provide each subject in at least one semester each year in Years 7 and 8 Provide History in at least one semester each year in Years 9 and 10	Geography, Economics and Business, Civics and Citizenship and Work Studies for students in Years 9 and 10
Technologies ¹⁰	<ul style="list-style-type: none"> › Digital Technologies › Design and Technologies 	Provide Digital Technologies in at least one semester in Years 7 and 8. Provide Design and Technologies in at least one semester in Years 7 and 8 or provide one or more of the related corporate learning areas/subjects in at least one semester in Years 7 and 8. ¹⁰	Digital Technologies for students in Years 9 and 10 Design and Technologies subjects for students in Years 9 and 10
The Arts	<ul style="list-style-type: none"> › Dance › Drama › Media Arts › Music › Visual Arts 	Provide at least one of The Arts subjects in at least one semester in Years 7 and 8	One or more of The Arts subjects for students in Years 9 and 10
Languages	Provide in every year in Years 7 and 8	Languages subjects for students in Years 9 and 10	

In Years 7 to 10, schools provide learning areas/subjects from the corporate learning area/subject list. Providing the Australian Curriculum in Years 9 and 10 provides a firm foundation that supports continuity and coherence of learning and a seamless transition between Year 10 and senior secondary studies in Years 11 and 12. Refer to *Preparing for success in senior secondary*. Schools may also provide [Value Added Programs](#)[▲], to cater for their unique context and the diverse learning needs of all students.

Some learning areas/subjects can be implemented over time, across a band of years or compressed in a year within a band. When providing the learning areas, consider the appropriate amount of time to deliver the curriculum using the recommended time allocations⁸ for Years 7 to 10 shown below.

Recommended time allocations					
Learning areas/subjects	Hours	Year 7	Year 8	Year 9	Year 10 ⁹
English	Per year	140	140	140	130
Mathematics	Per year	140	140	140	130
Health and Physical Education	Per year	80	80	80	70
Science	Per year	100	100	120	110
History	Per year	40	40	50	45
Geography	Per year	40	40	50	45
Economics and Business	Per year	20	20	50	45
Civics and Citizenship	Per year	20	20	20	20
Dance					
Drama					
Media Arts	per band	160		150	
Music					
Visual Arts					
Digital Technologies					
Design and Technologies OR related corporate learning areas/subjects	per band	160		150	
Languages	per band	160		150	

▲ Schools offer Australian Curriculum subjects as electives for students to select in Years 9 and 10.

⁷ The *Australian Curriculum*: English specifies using Standard Australian English as the basis for teaching, including the teaching of spelling. It also specifies teaching handwriting from Prep to Year 7. Teach Queensland Modern Cursive Script.

⁸ The recommended time allocations are a guide provided to help schools plan for the provision of the whole curriculum. However, schools make decisions about allocations of time to suit their local context.

⁹ Year 10 is based on 38 weeks per year rather than 40 weeks per year.

¹⁰ Ideally a Technologies program across Years 7 and 8 will be designed to address all four contexts of the Design and Technologies subject (engineering principles and systems, food and fibre production, food specialisations and materials and technologies specialisations) however a program that delivers the minimum time allocation across Years 7 and 8 may not provide opportunities to address all contexts.

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A whole school approach to pedagogy in Kindy to Year 12

The information below elaborates on the requirements for pedagogy, so that teachers can differentiate and ensure every student is engaged, challenged and supported to develop the knowledge, skills and dispositions necessary to realise their potential. Further information and resources can be accessed through the [Teaching and Learning Hub](#)▲.

Schools are required to:

▶ Use *A whole school approach to pedagogy in response to assessment and reporting data*.

A whole school approach to pedagogy¹ is a flexible, responsive, and ongoing process that supports schools to employ the most effective pedagogies to maximise the achievement, engagement and wellbeing of all students.

Schools:

- › develop a shared understanding and language about pedagogy
- › use [assessment and reporting data](#)²▲ to inform a review of pedagogy
- › determine pedagogies most effective in relation to the principles of pedagogy (see below)
- › employ effective pedagogies to meet the diverse learning needs of students
- › monitor and measure the evidence of impact.

▶ Employ effective pedagogy, using the principles (the curriculum, the learning and the learner), to support students' achievement, wellbeing and engagement.

The principles of pedagogy include: the **curriculum**, the **learning** and the **learner**. In a whole school approach to pedagogy, the principles are used to determine the pedagogical approaches, practices and teaching strategies that are effective and most appropriate in responding to the diverse learning needs of each student.

The principles of pedagogy include:

The Curriculum³

Schools support teachers to:

- › consider the holistic approach outlined in the [Queensland kindergarten learning guideline](#) (QKLG) to promote and enrich all children's learning, development and wellbeing
- › identify and employ effective discipline-specific pedagogy in each of the learning areas of the Prep to Year 10 Australian Curriculum⁴ and studies undertaken in Years 11 and 12
- › identify and embed the interdisciplinary skills from the [general capabilities](#) and [cross-curriculum priorities](#) of the Australian Curriculum and the [21st century skills](#) from the Queensland Curriculum and Assessment Authority in the context of the learning areas and [senior subjects](#).

The learning

Schools support teachers to consider the nature of learning, how learning occurs and how students move through the process of learning.

- › Identify where the learner is in the learning process, for example: between dependent and independent learning.
- › Identify and employ principles, practices and [intentional teaching strategies](#) outlined in the QKLG to promote all children's learning, development and wellbeing.
- › Identify and employ evidence-informed [pedagogical practices for learning](#) and teaching strategies in relation to the nature of learning, how learning occurs and how students move through the process of learning.



The learner

Schools support teachers to consider the nature of the learner, which is characterised by age, development, stage of schooling and diversity of learners.

- › Consider that learning occurs as part of, and is shaped by, the social and cultural interactions between students, teachers, families, community members, and professional partners.
- › Identify and employ a range and balance of age-appropriate and evidence-informed pedagogies in response to the knowledge, strengths, ideas, culture, abilities and interests of the learner.
- › Identify and employ pedagogical practices and high-impact strategies that respond to student needs.
- › Identify and employ pedagogical practices leading to positive and confident transitions and achievement of the expected learning.

► Explore and enhance digital learning⁵ in teaching and learning

Schools support teachers when planning for systematic curriculum implementation and consider:

- › the appropriate use of digital tools, resources and environments
- › the use of effective digitally enabled and enhanced pedagogies
- › ways to build digital literacies, decisions and behaviours.

Endnotes

- ¹ *A whole school approach to pedagogy* is supported by further information, including examples and resources on the [Teaching and Learning Hub](#).
- ² *Assessment and reporting data* informs teaching and learning in schools and aligns with the [Joint Statement for the Purpose and Use of data in Queensland State Schools](#), and is guided by the [Data Literacy Framework](#) and associated resources.
- ³ *Curriculum* refers to the [Queensland kindergarten learning guideline](#), *Prep to Year 10 Australian Curriculum*, *Queensland Curriculum, Vocational Education and Training (VET)* and *International Baccalaureate*. In Years 11 and 12, curriculum includes the range of subject options provided and/or recognised by the QCAA. Curriculum may also include Value Added Programs available in OneSchool or school-based programs configured in OneSchool.
- ⁴ *Prep to Year 10 Australian Curriculum* or equivalent is a requirement of the Australian Government. This may include the *International Baccalaureate* and other recognised curriculum offerings available in OneSchool.
- ⁵ *Digital Learning* refers to learning that uses digital tools and resources.

A whole school approach to differentiated teaching and learning in Prep to Year 12

The information below elaborates on the requirements for a whole school approach to differentiated teaching and learning. Teachers differentiate to ensure every student is engaged, challenged and supported and develops the knowledge, skills and dispositions necessary to realise their potential. Further information and resources can be accessed through the [Teaching and Learning Hub](#)[▲].

Schools are required to:

- ▶ **Use A whole school approach to differentiated teaching and learning to provide the curriculum in ways that meet the diverse learning needs of all students.**

A whole school approach to differentiated teaching and learning is how schools support all students in Prep to Year 12 to access, participate and progress through the curriculum¹. All students can achieve and learn successfully when given appropriate learning opportunities and tailored supports² that recognise and respond to individual learning needs.

Schools analyse [assessment and reporting data](#)^{3▲} to identify the diversity of the school community, cohorts, classes, groups and individuals. Schools use this data to respond to the needs of their students in the three levels of planning by identifying and addressing barriers to learning through differentiation that becomes increasingly personalised.

- ▶ **Use school-wide processes⁴ to identify groups and individuals who require tailored supports.**

Schools use consistent school-wide processes to identify barriers to learning for groups and individuals and collaboratively determine ways to address those barriers through tailored supports. This includes reasonable adjustments⁵ for students with disability.

These processes include the identification of groups and individuals such as: EAL/D students, students with disability, gifted and talented students, students from disadvantaged backgrounds or any other students who require tailored supports. These processes occur either on enrolment or through ongoing inquiry.

On enrolment:

- › investigate OneSchool data to identify if a student may require tailored supports
- › for a student new to state schools, gather evidence to identify if they may require tailored supports

Ongoing inquiry:

- › gather relevant data, including responses to summative assessment to identify any barriers to learning or areas of strength requiring additional challenge
- › analyse documented evidence of student responses to differentiated, focused and/or intensive teaching
- › collaborate with the class and support teachers, guidance officers, case managers, therapists, relevant school leaders, regional and state-wide supports
- › consult with parents and the student, where appropriate

► **Employ tailored supports to ensure all students can access the curriculum being provided.**

Differentiation in the three levels of planning▲

Curriculum provision planning

Differentiation at this level of planning involves decisions about how and when learning areas and/or subjects are to be provided in response to the diverse learning needs of students in the school community. Schools consider:

- › in Prep to Year 10, the minimum requirements for providing the eight learning areas and/or subjects of the curriculum and how discretionary time is being used
- › in Years 11 and 12, selecting curriculum to be implemented from the range of subject options provided and/or recognised by the QCAA
- › other recognised or school-based curriculum offerings⁶, for example: specialised programs for Deaf and hard of hearing (DHH) students with severe first language delay⁷▲ with blind/Deafblind students for whom abstract concepts are inaccessible, Duke of Edinburgh or literacy program
- › resources (human and financial), learning environments, access to facilities and technologies that support all students to learn and achieve.

Year and/or band planning

Differentiation at this level of planning responds to the diverse needs of all students in a cohort. Schools consider:

- › how the sequence of units supports development
- › the range and balance of summative assessment and the mode and conditions that enable equitable access⁸ for all students
- › the effective coverage of the relevant standards⁹
- › whether the choice of resources support delivery of the curriculum, are contextually relevant and inclusive of a range of perspectives.

Unit planning

Differentiation at this level of planning responds to the diverse needs of all students in a class, particularly the identified needs of groups and individuals. Schools consider:

- › students' prior knowledge and interests, including their cultural and linguistic backgrounds
- › how the assessment task design ensures equitable access for all students
- › adapting the teaching and learning sequence, when necessary
- › selection and employment of **effective pedagogical practices and teaching strategies**▲ appropriate to the curriculum, the learning and the learner
- › collaboration with specialists and support staff to make adjustments for individuals.

Differentiation can be documented in OneSchool Unit planning and in the Class Dashboard.

Focused and intensive teaching

Within the context of the units being delivered, any student may require additional tailored supports through focused and/or intensive teaching for short or prolonged periods of time. If focused and/or intensive teaching is provided, students continue to access differentiated teaching and learning within the context of the unit being provided to the class.

Focused teaching is provided in response to the analysis of assessment and reporting data that identifies barriers to learning.

Focused teaching for groups or individuals is when schools:

- › **support** any student who is having difficulties with understandings and/or skills in the curriculum and/or any EAL/D student who is learning Standard Australian English (SAE) as an additional language or dialect
- › **extend** the learning of any student who requires particular understandings and/or skills to be addressed in more depth.

Focused teaching may include:

- › targeting literacy and/or language demands and numeracy demands
- › providing targeted SAE language support for EAL/D students
- › varying the pace of teaching to allow more time to consolidate understanding or fast tracking of the learning to enable time for extension
- › personalising the sequence of learning or level of challenge
- › personalising scaffolding of tasks or resources
- › using teaching strategies appropriate to the learner and the learning.

Teachers monitor¹⁰ student progress to identify students who require ongoing focused teaching, no longer require focused teaching as their learning needs have been met or require intensive teaching. Parents and the student (where appropriate) should be consulted throughout, especially if prolonged support is required.

Intensive teaching is provided in response to the analysis of assessment and reporting data that identifies specific barriers to learning.

Intensive teaching for individual students is when schools:

- › **further support** any student who is having difficulties with discrete understandings and/or skills in the curriculum and/or any EAL/D student requiring explicit SAE language teaching
- › **enrich** the learning of any student who requires particular understandings and/or skills to be addressed with greater breadth.

Intensive teaching may include:

- › intensive support with literacy and/or language demands and numeracy demands
- › explicitly teaching SAE language to EAL/D students
- › intensive language immersion programs for DHH/Deafblind students who have severe language delay
- › tailoring supports to address specific barriers to learning
- › employing alternative pedagogical practices, teaching strategies and resources
- › broadening the learning by drawing on other curriculum elements
- › supporting the use of assistive technology.

Teachers monitor student progress to identify students who require ongoing intensive teaching or may be adequately supported through focused teaching and/or differentiated teaching and learning.

Focused and intensive teaching may be documented in OneSchool in either the Class Dashboard or in the Student Plan module under Personalised Learning.

Further adjustments

In Prep to Year 10, if differentiated, focused and intensive teaching have not met the learning needs of a student, an ICP may be considered. An ICP enables assessment and reporting against an achievement standard one or more years above or below the student's enrolled year level in some or all learning areas and/or subjects.

Information about EAL/D students

EAL/D students are learning English as an additional language or dialect and require additional support to develop proficiency in SAE language.

EAL/D students may include students:

- › with Aboriginal backgrounds and/or Torres Strait Islander backgrounds¹¹
- › with Australian South Sea Islander backgrounds
- › with Maori and/or Pacific Islander backgrounds
- › who are Deaf or hard of hearing, or have Deaf parents, and use Auslan as their first language
- › born in Australia of migrant heritage where English is not spoken at home
- › who are immigrants from countries where English is not a main language
- › with refugee and humanitarian backgrounds
- › who are international students or children of international students
- › who are Australian and returning from overseas, having lived for extended periods of time in countries where English is not a main language.

EAL/D students require tailored supports to develop proficiency in SAE and to access the curriculum.

EAL/D students may continue to require focused and intensive teaching of SAE as academic language becomes more complex and learning becomes more cognitively demanding.

Accurate information, collected on enrolment and updated over time in OneSchool for EAL/D students informs planning for differentiated teaching and learning. Information may include EAL/D students' language background, Bandscales data and details about their prior schooling.

EAL/D students' levels of SAE proficiency across four macro-skills (listening, speaking, reading and writing) are determined and monitored using the *Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners*. Bandscales data are recorded under Developmental Maps in OneSchool and reviewed every six months.

EAL/D students beginning to learn SAE and within their first 12 months of compulsory schooling in Australia

EAL/D students who are beginning to learn SAE require intensive SAE language support to develop language proficiency to access their age-equivalent curriculum.

Schools can provide intensive SAE language teaching for any EAL/D student, including any Aboriginal EAL/D students and Torres Strait Islander EAL/D students, who are beginning to learn SAE and within their first 12 months of schooling in Australia. Students may be in their first year of compulsory education (usually Prep) or, if they have recently arrived in Australia, may be in any year level.

Intensive SAE language teaching may extend beyond the first 12 months of compulsory schooling, dependent on individual student needs.

Decisions about EAL/D student participation in intensive SAE language teaching require consultation with parents¹² and relevant staff, for example: class teacher, EAL/D specialist teacher, Head of Department–Curriculum or Principal.

For information on academic reporting for EAL/D students beginning to learn SAE and within their first 12 months of Australian schooling, see *Reporting to parents in Prep to Year 12*.

Intensive SAE language teaching details are documented in OneSchool's Support Provisions.

Endnotes

- 1 **Curriculum** refers to the Prep to Year 10 Australian Curriculum, Queensland Curriculum, Vocational Education and Training and International Baccalaureate. In Years 11 and 12, curriculum includes the range of subject options provided and/or recognised by the QCAA. Curriculum may also include Value Added Programs available in OneSchool or school-based programs configured in OneSchool.
- 2 **Tailored supports** are those which identify the individual needs of students and address barriers to learning to ensure every student can access their learning environment, engage in learning and demonstrate what they know and can do.
- 3 **Assessment and reporting data** informs teaching and learning in schools and aligns with the [Joint Statement for the Purpose and Use of data in Queensland State Schools](#), and is guided by the [Data Literacy Framework](#)[▲] and associated resources.
- 4 **School-wide processes** include identification of groups and individuals either on enrolment or through ongoing processes of identification using assessment and reporting data
- 5 **Adjustments** are actions or changes that schools make so that a student can take part in education. Any student may require an adjustment when there is a barrier to learning. All schools have a legal obligation to make reasonable adjustments to enable students with disability to access and participate in education including the curriculum and school activities on the same basis as other students. For more information refer to NCCD Portal – [Disability Standards for Education: A Practical Guide for Individuals, Families and Communities](#).
- 6 **Programs for individual students with specific learning needs** must be documented appropriately in OneSchool.
- 7 **Intensive language immersion Programs for DHH/Deafblind students with severe first language delay** must be developed in consultation with expert staff such as a Teacher of the Deaf/Teacher Blindness/Vision Impairment, be agreed to by parents and be documented appropriately in OneSchool.
- 8 **Equitable access** in relation to assessment processes for students in Years 11 and 12 must follow the advice and procedures of the Queensland Curriculum and Assessment Authority on [Access Arrangements and Reasonable Adjustments](#).
- 9 **Relevant standard** relates to the appropriate achievement standard for the learning area or subject provided for the enrolled year level or the year or band documented in the Individual Curriculum Plan (DYL or DYL-P) provided, and the relevant assessment standards in Years 11 and 12.
- 10 **Monitor** is what teachers do as a part of their teaching and is the analysis of student learning. It provides valuable information on students' learning progress and the teachers' pedagogical choices and their impact, often evidenced through behaviour and engagement. Monitoring is used for differentiated teaching and learning.
- 11 **Aboriginal students and Torres Strait Islander students** in Queensland state schools may speak a creole, a non-standard variety of English or a traditional language as their first or home language.
- 12 **Consultation with parents** not proficient in SAE may require the school to arrange appropriately qualified interpreting and translating services. Where qualified interpreters and translating services are not available, schools carefully consider how to communicate effectively with these students and their families. [Engaging interpreters and translators](#) offers further advice.

Individual Curriculum Plan for students in Prep to Year 10

The information below elaborates on the requirements for an Individual Curriculum Plan (ICP). Schools need to consider the *Minimum requirements for providing the Australian Curriculum in Prep to Year 10 (AC V9)* and *A whole school approach to differentiated teaching and learning* before making decisions about the provision of an ICP for a student in Prep to Year 10. Further information and resources can be accessed through the [Teaching and Learning Hub](#)[▲].

Schools are required to:

- ▶ **Provide an ICP for the small percentage of students who are assessed against a different year level achievement standard in some or all learning areas and/or subjects.**

All students are entitled to access and participate in all eight learning areas of the Australian Curriculum, **without exception**. Schools employ tailored supports¹ and differentiated teaching and learning to provide curriculum in ways that meet the diverse learning needs of all their students. The majority of students in Prep to Year 10 are assessed against the achievement standards for their enrolled year level.

Students demonstrate a range of performance on the relevant scale² against relevant standards. An ICP is only for the small percentage of students who are consistently achieving outside that range. **A student consistently performing at the A or the E standard does not automatically require an ICP.**

An ICP is considered when [assessment and reporting data](#)³[▲] and documented responses to differentiated, focused and/or intensive teaching indicate an adjustment is required to the cognitive expectations described in the achievement standard of the year⁴ level that they are enrolled in. An ICP enables assessment and reporting against an achievement standard one or more years above or below the student's enrolled year level, or adjusted learning focuses for students with a highly individualised curriculum plan (HICP).

An ICP is provided so that a student can continue to access and progress through the age-equivalent curriculum, alongside their similar-aged peers. Planning to provide the age-equivalent curriculum occurs in the three levels of planning.

- ▶ **Identify students using consistent school-wide processes⁵.**

Schools use consistent school-wide processes to identify students who require an ICP in some or all learning areas, either based on information provided/available upon enrolment or through ongoing inquiry.

- › On enrolment:
 - › investigate OneSchool data indicating that a student has previously been provided an ICP
 - › for a student new to state schools, gather evidence indicating that an ICP may be appropriate.
- › Ongoing inquiry, including:
 - › gathering relevant data, particularly responses to assessment; ICP decisions must be supported with evidence demonstrating the student's performance against relevant achievement standards justifying the most appropriate level of challenge
 - › documenting evidence of student responses to differentiated, focused and/or intensive teaching
 - › collaborating with the class and support teachers, guidance officers, case managers, therapists, and relevant school leaders
 - › consulting with parents and the student, considering their age and individual circumstances.

A decision-making flowchart to support consistent processes is available on [Page 29](#).

The following reasons cannot be used alone to provide an ICP:

- › difficulties with aspects of the curriculum due to literacy or numeracy demands
- › learning of SAE as an additional language or dialect
- › participation in a part-time educational program
- › behaviour
- › attendance
- › disengagement
- › the student is yet to access an appropriate aided or unaided augmentative or alternative form of communication suitable to their communication needs.

These students require tailored supports including additional focused and/or intensive teaching to access the curriculum rather than the provision of an ICP.

► **For identified students, develop the appropriate category of ICP, record the decision in OneSchool in the Support Tab under the Individual Curriculum Plan component of the Student Plan and record parental endorsement.**

Developing an ICP requires, at a minimum, the selection of:

- › the category of ICP
- › the learning area and/or subject
- › the appropriate level of challenge
- › method of parent endorsement.

An ICP is developed for a semester reporting period using the appropriate category. There are three categories of ICP:

- › A Different Year Level (DYL), above or below. This category enables students to be assessed and reported against the identified higher or earlier achievement standard.
- › A Different Year Level Partial (DYL–P) category enables students to be assessed and reported against identified aspects of an earlier achievement standard over a longer period of time. This category is used for some students with intellectual disability⁶.
- › A Highly Individualised Curriculum Plan (HICP) category enables students to be assessed and reported against learning focuses drawn from available general capabilities. This category is used for some students with intellectual disability⁶.

In exceptional circumstances, the DYL–P or HICP categories may be used for students without intellectual disability but with disability that severely impacts their learning. In this circumstance, advice must be sought from a guidance officer as well as other relevant departmental specialists⁷.

A detailed description of each of the ICP categories is available on [Page 28](#).

Teachers consider each learning area independently when determining if an ICP is required, or which category of ICP to use. For example: a student may have an ICP above year level in English and Humanities and Social Sciences, but not in other learning areas. Similarly, a student may have a DYL–P ICP in all learning areas but a DYL in The Arts. A HICP is provided for all learning areas and cannot be combined with other categories.

For categories other than a HICP, teachers determine the year level, one or more years above or below the student’s current enrolled year level, using the [P–10 sequence of achievement](#)[▲] and any supporting evidence gathered, to identify the appropriate level of challenge for the ICP.

Record the ICP decisions in OneSchool in the Student Plan module under the **Individual Curriculum Plan** component.

An ICP requires endorsement which is necessary for accurate academic reporting. The method of parent endorsement must be recorded in OneSchool on the ICP endorsement tab. The principal is responsible for ensuring ICPs are endorsed, but endorsement status can be recorded by staff with Level 1, 2 or 3 OneSchool access.

Endorsement ensures school and system data accurately represents the achievement of students with an ICP. Class data in OneSchool Class Dashboard clearly identifies the achievement of students with an ICP and the year level achievement standard they have been assessed and reported against. When an ICP is endorsed:

- › reporting is against the identified higher or earlier achievement standard (or selected learning focuses for HICP) of the learning area and/or subject assessed
- › a non-editable compulsory statement appears for the individual student on their report
- › year level comparative data in Academic Reporting will not include ICP results.

If an ICP is not endorsed by parents, the student must be taught, assessed and reported against the achievement standard of their enrolled year level. Tailored supports including reasonable adjustments⁸ continue to be provided to support the student's access, participation and achievement.

When providing an ICP, teachers start with the year/band plan for the class and consider effective coverage of the higher or earlier achievement standard. Use of the [P–10 sequence of achievement](#)[▲] enables teachers to see how the curriculum builds.

▶ **Review the ICP at the end of each semester.**

An ICP is developed and endorsed for a semester reporting period only.

At the end of each semester, each student's progress and achievement must be reviewed to ensure students continue to progress in their learning in the same way as their peers, and that there is an upward trajectory of learning progress. For DYL and DYL–P categories, teachers track the aspects of the achievement standard provided to the student, aligned to the year/band plan (using the [P–10 sequence of achievement](#)[▲]) and determine whether the student can progress to the next year level.

The review is informed by the latest [assessment and reporting data](#)[▲] and any other relevant information, in consultation with the parents and students (considering their age and individual circumstances) to evaluate how the ICP met the learning needs of the student.

▶ **Monitor each student's ICP while considering the long-term implications⁹.**

Consider the long-term implications of providing an ICP. Ongoing alterations to the learning areas provided, the time taken to progress through the curriculum, and the year levels provided may affect students' future pathways in senior secondary.

Ensure that every Year 10 student who is on an ICP has completed a [Senior Education and Training \(SET\) plan](#) to prepare for a successful transition to senior secondary, and has had opportunities to review the plan. An ICP is not required for students enrolled in Years 11 and 12. Instead, students undertake a program of learning to attain a Senior Education Profile which includes either a [Queensland Certificate of Education \(QCE\)](#) or a [Queensland Certificate of Individual Achievement \(QCIA\)](#).

The QCIA recognises and reports the achievements of eligible students enrolled in Years 11 and 12 whose learning is part of an individual learning program during senior secondary schooling. The [Guideline for individual learning \(GIL\)](#) is used to develop individual learning plans for senior secondary students working towards a QCIA. A student's ICP history, particularly achievement in Year 10, can be used to inform the selection of goals from the GIL to ensure continuity of learning.

Categories of ICP

Different year level (DYL)

The DYL category is used for most students requiring an ICP in some or all learning areas and/or subjects. The DYL category enables a student to be assessed and reported against the identified higher or earlier achievement standard within the allocated time identified in [Curriculum provision planning](#)[▲]. DYL is selected in OneSchool in the Support Tab under the Individual Curriculum Plan component of the Student Plan.

For some students, providing a DYL (above) leads to early entry to senior secondary studies in some or all subjects due to successful completion of Year 10 achievement standards. Any decision for acceleration is made in consultation with parents and students and comply with the [Queensland Curriculum and Assessment Authority's advice and procedures](#). Accelerating a student to senior secondary typically means they will be in a class/es with different-aged students. Schools must consider implications such decisions may have on the student's engagement, wellbeing, personal and social development and continuity of learning. Any decisions and supporting evidence for acceleration are recorded in OneSchool Student Profile.

Different year level–Partial (DYL–P)

The DYL–P category is used when the functional impact of the disability and the learning history of the student is such that the student requires more than the allocated time identified in [Curriculum provision planning](#)[▲] to complete the identified earlier achievement standard.

The DYL–P category enables students to be assessed and reported against identified aspects of the earlier achievement standard over an extended period of time that complements the student's rate of learning. DYL–P is selected in OneSchool in the Support Tab under the Individual Curriculum Plan component of the Student Plan.

This category is used for some students with intellectual disability⁶. In exceptional circumstances, the DYL–P category may be used for students without intellectual disability but with disability that severely impacts their learning. In this circumstance, advice must be sought from a guidance officer as well as other relevant departmental specialists⁷.

Highly Individualised Curriculum Plan (HICP)

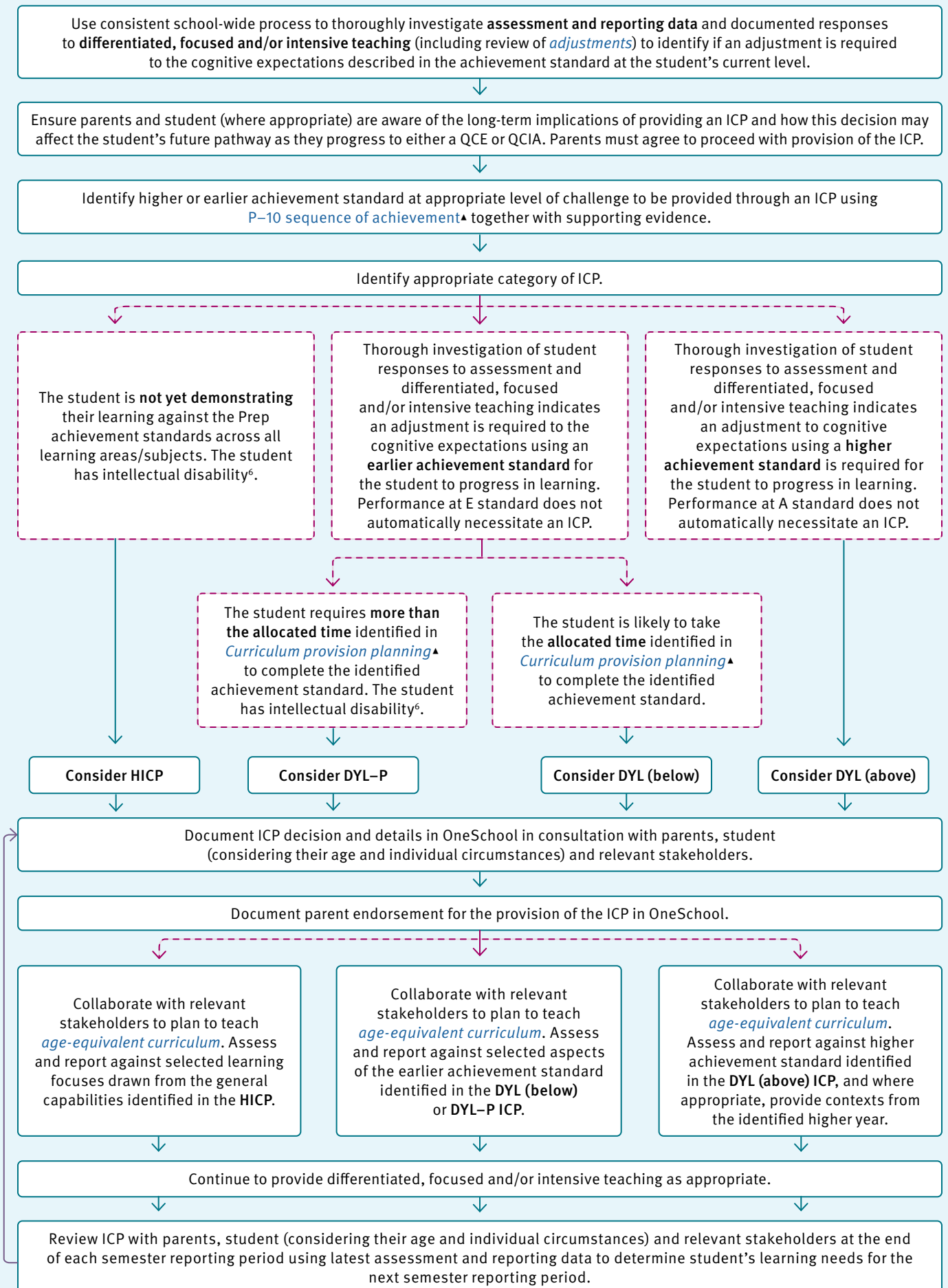
The HICP category is used for students who require intensive teaching that is highly individualised, comprehensive and ongoing (potentially for their entire schooling).

Students are provided with a HICP when they are not yet demonstrating their learning against the Prep achievement standards. They access age-equivalent curriculum drawn from all eight Australian Curriculum learning areas, with their learning focus adjusted using the general capabilities. The general capabilities are not an alternative curriculum to the learning areas, rather, they support the student to access and progress through age-equivalent curriculum with a focus on developing foundational capabilities.

The HICP enables students to be assessed and reported against the adjusted learning focuses documented in the ICP. An individual student's current needs and learning history inform the selection of the general capabilities and the number of learning focuses. These decisions should be made collaboratively in consultation with the parents, the student (considering their age and individual circumstances) and other key stakeholders. HICP is selected in OneSchool in the Support Tab under the Individual Curriculum Plan component of the Student Plan.

This category is used for some students with intellectual disability⁶. In exceptional circumstances, the HICP category may be used for students without intellectual disability but with disability that severely impacts their learning. In this circumstance, advice must be sought from a guidance officer as well as other relevant departmental specialists⁷. For example: A HICP may be provided in Prep to a Deaf student who had limited exposure and support with language development prior to enrolment.

Decision-making flowchart for an ICP



Endnotes

- 1 **Tailored supports** are those which identify the individual needs of students and address barriers to learning to ensure every student can access their learning environment, engage in learning and demonstrate what they know and can do.
- 2 **Relevant scales** are outlined in [Reporting to Parents in Prep to Year 12](#).
- 3 **Assessment and reporting data** informs teaching and learning in schools and aligns with the [Joint Statement for the Purpose and Use of data in Queensland State Schools](#), and is guided by the [Data Literacy Framework](#)[▲] and associated resources.
- 4 **Years** refers to the Australian Curriculum Achievement Standards that are provided in either year levels or bands of years.
- 5 **School-wide processes** include identification of groups and individuals either on enrolment or through ongoing processes of identification using assessment and reporting data.
- 6 **Intellectual disability** means either the student has a verification in the Education Adjustment Program (EAP) category of intellectual disability or the student has been diagnosed by an external registered paediatrician, neurologist, psychiatrist or psychologist (not provisional).
- 7 **Departmental specialists** include [regional supports](#)[▲] and [statewide supports](#)[▲] that provide advice on ICP decision making for students with low incidence disability. Information specific to deaf and hard of hearing students can be accessed through regional Principal Advisors — Auslan.
- 8 **Adjustments** are actions or changes that schools make so that a student can take part in education. Any student may require an adjustment when there is a barrier to learning. All schools have a legal obligation to make reasonable adjustments to enable students with disability to access and participate in education including the curriculum and school activities on the same basis as other students. For more information refer to NCCD Portal — [Disability Standards for Education: A Practical Guide for Individuals, Families and Communities](#).
- 9 **Long-term implications** resulting from ongoing alterations to the curriculum provided, the time taken to progress through the curriculum, and the relevant year/s of the curriculum provided may affect options in senior secondary and future pathways.

Assessment in Prep to Year 10

The information below elaborates on the requirements for assessing student work to gather evidence of student progress to inform teaching and to make judgements about achievement. Further information and resources can be accessed through the [Teaching and Learning Hub](#)[▲].

Schools are required to:

► Use year and/or band planning to ensure sufficient evidence is gathered in each learning area and/or subject.

Schools ensure effective coverage of the relevant achievement standards¹ either using summative assessment or [monitoring strategies](#)² in year and/or band planning. Effective coverage will ensure that there is sufficient evidence of student learning collected against the relevant standard to make academic reporting decisions.

Coverage is effective when schools consider their context and use their assessment and reporting data³ to determine:

- › which aspects of the achievement standard will be emphasised and whether there will be multiple opportunities to demonstrate particular aspects
- › which aspects of the achievement standard will be assessed using a summative assessment task
- › which aspects of the achievement standard will be assessed using a monitoring strategy
- › the range and balance of [assessment conventions](#)[▲].

For students with a highly individualised curriculum plan (HICP), schools plan opportunities for students to demonstrate selected learning focuses from the [general capabilities](#) within the age-equivalent curriculum.

► Use or design, document and retain summative assessment and monitoring strategies against targeted aspects of the relevant achievement standard, incorporating tailored supports when appropriate, so that all students can demonstrate their learning.

Schools use or design quality summative assessment tasks to:

- › reflect the organisational structure of the achievement standard and interrelate strands where appropriate
- › ensure students have opportunities to demonstrate a depth of conceptual understanding, a sophistication of skills and the ability to apply essential knowledge
- › provide opportunities for a full range of performance against the achievement standard
- › be inclusive of diverse groups and individuals, and provide tailored supports, including adjustments⁴ when appropriate.

Schools use or design quality monitoring strategies for aspects of the achievement standard that are difficult to scale using a five-point scale; or for concepts and skills that are interpersonal and developed over time; or where specific concepts and skills are referenced multiple times across years or bands of years, or different learning areas and/or subjects. Monitoring strategies, such as observations, multimodal evidence, checklists and journaling, may be included within the scope of the summative assessment task or completed separately, provided the evidence gathered aligns to the targeted aspect/s of the achievement standard.

Monitoring strategies are used to:

- › assess particular aspects of the achievement standard identified as most suitable, as reflected in year or band planning
- › confirm judgements made when determining a level of achievement on a summative assessment task or when determining an overall level of achievement for academic reporting at the end of each semester. This evidence is retained in the [assessment folio](#).

For students with a HICP, gather evidence of performance in relation to the selected learning focuses from the [general capabilities](#) demonstrated within the age-equivalent curriculum.

▶ **Ensure summative assessment includes task details and a marking guide that uses the relevant achievement standard, assessable elements and reporting scale.**

Schools use or design summative assessment that includes task details and a marking guide as an accountability mechanism. Assessment shows how judgements are made about the quality of the evidence in a student response. This information is used to provide meaningful feedback to students and provides information about student progress to inform ongoing teaching, learning and assessment and what students can do to move forward in their learning.

Task details include the purpose statement that describes the focus relative to the content and the context of the assessment and [assessment conventions](#)[▲] including appropriate adjustments⁴ for individuals.

[Marking guides](#)⁵[▲] for each summative assessment task include:

- › the purpose statement reflected in the task details
- › learning area and/or subject assessable elements
- › the appropriate reporting scale
- › the aspects of the achievement standard at the ‘C’
- › task-specific standard descriptors that describe the range of performance, against a five-point scale. They are derived from the aspect(s) of the achievement standard and appropriately aligned [curriculum elements](#)[▲].

For students with a HICP, task details are adjusted to reflect the purpose and assessment conventions appropriate to the student. Marking guides are developed to reflect the highly individualised curriculum reporting scale.

Task details and marking guides are provided to students and may be presented in ways that are appropriate to their age.

▶ **Maintain and retain⁶ an assessment folio for each student in each learning area and/or subject provided.**

An [assessment folio](#)[▲] contains the evidence of student achievement from the student responses to assessment, as specified in the year and/or band plan.

Schools ensure that there is an assessment folio for each student for each learning area/subject provided. They include the summative assessment task(s); graded and annotated marking guide(s) and student response(s) for each unit.

They may contain collected evidence from monitoring strategies about how a student is progressing against targeted aspects of the achievement standard.

Schools use assessment folios to:

- › make an on-balance judgement⁷ about a student’s performance against the aspects of the achievement standards provided in the reporting period, taking into consideration the student’s most consistent achievement and recent evidence
- › record student summative assessment task level of achievement results

- › record the overall level of achievement awarded for the learning area and/or subject provided at the end of each reporting period (end of each semester)
- › track the evidence of student progress against the achievement standard to inform future teaching and learning
- › support moderation processes.

Aspects of the achievement standard that have been assessed using monitoring strategies will be used to confirm a student’s demonstration of the achievement standard.

The remainder of the assessment folio will be used to make an on-balance judgement about a student’s performance against the aspects of the achievement standards taught in the reporting period.

Schools may also document information from assessment folios in OneSchool Markbooks.

For students with a HICP, assessment folios contain the task details, evidence of student performance in relation to the selected learning focuses from the general capabilities for each learning area and/or subject and the graded and annotated marking guides. On-balance judgements are made by describing how a student is progressing in relation to the selected learning focuses from the [general capabilities](#), using the provided reporting statements.

► **Use, where appropriate, literacy and numeracy monitoring tools⁸ to inform differentiation and focused and intensive teaching.**

Schools may use literacy and numeracy monitoring tools, where appropriate, when more detailed information is required about discrete skills that relate to literacy and numeracy development. Literacy and numeracy monitoring tools provide purposeful data that measures growth about students’ literacy and numeracy development. Schools use literacy and numeracy monitoring tools for effective differentiated teaching and learning. They are not used for reporting student academic achievement. Schools may use the range of options in OneSchool to document data from literacy and numeracy monitoring tools.

► **Administer standardised assessments in Years 3, 5, 7 and 9 within the National Assessment Program – Literacy and Numeracy (NAPLAN).**

National standardised testing is conducted each year. Standardised assessments measure students’ knowledge, understandings and skills that are developed over time by teaching the Australian Curriculum.

Schools administer the [National Assessment Program – Literacy and Numeracy \(NAPLAN\)](#), which includes tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy, to students in Years 3, 5, 7 and 9.

Schools must comply with the [National protocols for test administration](#) as outlined by the Australian Curriculum Assessment and Reporting Authority. These protocols provide detailed information on all aspects of the administration of the test. The Student and School Summary Report (SSSR) is made available within the national online assessment platform. Individual Student Reports are provided to parents.

► **If selected as a sample school or opting in, administer National Assessment Program (NAP) sample assessments to sample students in Years 6 and 10.**

The NAP sample assessments test students’ skills and understanding in science literacy, civics and citizenship, and information and communication technology literacy. These skills are developed over time by teaching the curriculum. NAP sample assessments apply only to those schools selected as sample schools. Schools administer NAP sample assessments to students in Years 6 and 10 according to the cyclical three-year program.

Schools can opt in to NAP sample assessments as the domains are phased in.

Endnotes

- 1 **Relevant achievement standard** relates to the appropriate achievement standard for the learning area or subject provided for the enrolled year level, or the year or band documented in the Individual Curriculum Plan (DYL or DYL–P) provided.
- 2 **Monitoring strategies** are used to assess particular aspects of the achievement standard that are difficult to scale using a five-point scale; or for concepts and skills that are interpersonal and developed over time or where specific concepts and skills are referenced multiple times across years or bands of years, or different learning areas and/or subjects. They are used to confirm judgements when determining a level of achievement on a summative assessment task or when determining an overall level of achievement for academic reporting at the end of each semester.
- 3 **Assessment and reporting data** informs teaching and learning in schools and aligns with the [Joint Statement for the Purpose and Use of data in Queensland State Schools](#), and is guided by the [Data Literacy Framework](#) and associated resources
- 4 **Appropriate adjustments** can be made to assessment conventions for individual students when necessary. Any adjustment to the mode and/or conditions of assessment should maintain the appropriate curriculum, cognition, context and complexity of assessment, including the way judgements are made about the quality of the evidence. Schools' practices for adjustments in Prep to Year 10 can support approaches used for [Access arrangements and reasonable adjustments](#) in Years 11 and 12.
- 5 **Marking guide** information can be found on the [Teaching and Learning Hub](#). Standards Elaborations for each learning area/subject have been developed by QCAA. The primary purpose of the Standards Elaborations is to make consistent and comparable judgements, on a five-point scale, about the evidence of learning in a folio of student work across a year/band. The Department of Education requires Queensland state schools to use task-specific standard descriptors for each summative assessment task. Standards Elaborations may be contextualised and used to develop standards descriptors for individual assessment tasks.
- 6 **Retention and disposal** of curriculum records must comply with [Section 13](#) of the [Public Records Act 2002](#), the department's [Records Management OnePortal page](#) and the [Education and Training Sector retention and disposal schedule](#).
- 7 **On-balance judgements** consider the patterns of evidence demonstrated in student work against the relevant standard and related assessable elements to determine a level of achievement. Moderation processes support teachers to make an on-balance judgement.
- 8 **Literacy and numeracy Monitoring tools** provided by the Department of Education may include [P–10 Literacy continuum](#), [P–10 Numeracy continuum](#) and [An introductory guide to the Bandscales State Schools \(Queensland\) for English as an additional language or dialect \(EAL/D\) learners](#).

V8.4 Assessment in Prep to Year 10

The information below elaborates on the requirements for assessment for providing Australian Curriculum version 8.4 learning areas and/or subjects in Prep to Year 10.

Assessment is an integral part of [systematic curriculum delivery](#)[▲] and is recorded in the [three levels of planning](#)[▲]. Designing quality assessment relies on a deep understanding of the Australian Curriculum¹.

Summative assessment

Summative assessment provides evidence of student learning against targeted aspects of the relevant achievement standards for academic reporting. For students with a highly individualised curriculum, summative assessment provides evidence of student learning against individualised learning expectations documented in the Individual Curriculum Plan (ICP).

The summative assessment for each learning area and/or subject in each year or band is articulated in year or band plans. These plans show a range and balance of summative [assessment conventions](#)[▲] ensuring all students can demonstrate their learning.

Schools design and administer summative assessment, including tailored supports as appropriate, to gather evidence and to report on student learning and academic achievement against the relevant achievement standard using the appropriate reporting scale.

Schools design and administer [quality summative assessment](#)[▲] to correlate with year or band plans. Summative assessment tasks are designed to:

- › interrelate understandings and skills, derived from the aspects of the relevant achievement standard being assessed
- › provide opportunities for students with a highly individualised curriculum to demonstrate their learning expectations
- › provide opportunities for students to demonstrate a depth of content understandings; sophistication of skills; and the application of communication and/or practical performance skills appropriate to the selected audience and purpose
- › allow a range of performance, using the appropriate reporting scale, against the targeted aspect of the relevant achievement standard and the related [assessable elements](#)[▲]
- › be inclusive of diverse groups and individuals.

Tailored supports², including adjustments³, are provided as appropriate. School-wide processes identify students who require tailored supports during teaching, learning and assessment. Tailored supports ensure all students are supported to demonstrate the full extent and depth of their learning on the same basis as other students.

Adjustments can be made to the mode and/or conditions of assessment for individual students when necessary. Adjustments do not involve compensating for what the student does not know, understand or cannot do, rather, they support equitable access to the assessment. Adjustments:

- › are applied, monitored and reviewed consistently across the school and on an individual basis
- › reflect differentiation and/or adjustments made to curriculum delivery during teaching and learning in the unit
- › enhance engagement and equitable outcomes for all students. Any adjustment to the mode and/or conditions of assessment should maintain the appropriate curriculum, cognition, context and complexity of assessment, including the way judgements are made about the quality of the evidence. Schools' practices for adjustments in Prep to Year 10 can support approaches used for [Access arrangements and reasonable adjustments \(AARA\)](#) in Years 11 and 12.

¹ A requirement of the Australian Government is to provide the Australian Curriculum, in Prep to Year 10 or equivalent. This may include [International Baccalaureate](#) or other recognised curriculum offerings available in OneSchool. A [deep understanding of the Australian Curriculum organisational and structural curriculum elements](#) supports schools to design effective assessment.

² Tailored supports are those which identify the individual needs of students and address barriers to learning to ensure every student can access their learning environment, engage in learning and demonstrate what they know and can do.

³ All schools have a legal obligation to make [reasonable adjustments](#) to enable students with disability to access and participate in education, the curriculum and school activities on the basis as other students.

Key: ▲ indicates internal website accessible to Queensland state schools Revised February 2022

<p>Schools administer summative assessment tasks that include a task sheet that specifies the assessment conventions and a marking guide that uses the relevant achievement standard and assessable elements.</p>	<p>Task sheets and marking guides are an accountability mechanism for transparency, showing how learning is assessed and how judgements are made about the quality of evidence in a student response. Schools develop task sheets which can be provided to students in an age-equivalent context. The task sheet details the purpose, assessment conventions, and any adjustments for groups and individuals. Teachers develop marking guides[▲] for each summative assessment task and include:</p> <ul style="list-style-type: none"> › a purpose statement that describes the focus of the assessment, foregrounding the relative significance of each of the assessable elements, in relation to the targeted aspects of the relevant achievement standard › appropriate learning area and/or subject assessable elements[▲] › task-specific standard descriptors that reflect the targeted aspect of the relevant achievement standard as the fixed reference point at the ‘C’ or equivalent standard; and describe a range of performance[▲] against the targeted aspects of the relevant achievement standard; or learning expectations assessed for students with a highly individualised curriculum › the appropriate reporting scale³.
<p>Schools maintain and retain an assessment folio for each student in each learning area and/or subject.</p>	<p>An assessment folio contains student responses to summative assessment and includes the tasks and graded marking guides, aligned to the year or band plans. Students’ assessment folios collect evidence of student achievement, specifically summative assessment, which provides the evidence of student learning against the relevant achievement standard; or learning expectations assessed for students with a highly individualised curriculum. Assessment folios correlate to year or band plans[▲] and mark books⁴ for each learning area and/or subject. Teachers create student assessment folios that contain:</p> <ul style="list-style-type: none"> › summative assessment task(s) and student response(s) for each unit › related marking guides for each summative assessment task with annotations about evidence in the student response that demonstrate each aspect of the achievement standard being assessed for each assessable element; on-balance teacher judgements about student performance for each assessable element and an overall level of achievement › an overall level of achievement at the end of each semester for academic reporting.
<p>Schools use the student’s assessment folio, at the end of each reporting period, to determine the overall level of achievement in each learning area and/or subject provided using the appropriate reporting scale.</p>	<p>Schools use assessment folios to:</p> <ul style="list-style-type: none"> › track the evidence of student progress against the whole achievement standard; or learning expectations assessed for students with a highly individualised curriculum › record student performance against each assessable element and the overall level of achievement awarded for each summative assessment task › make an on-balance judgement⁵ about a student’s performance against the relevant achievement standards or learning expectations assessed for a student with a highly individualised curriculum › award an overall level of achievement for reporting purposes based on student responses to summative assessment › report the overall level of achievement awarded for each learning area and/or subject in each year or band to parents at the end of each reporting period. <p>Additionally, schools analyse data about students’ strengths and areas for improvement to determine the focus of moderation processes and to inform future teaching and learning. Schools ensure retention and disposal of assessment records comply with Section 13 of the Public Records Act 2002, the department’s Records Management OnePortal page[▲], and the Education and Training Sector retention and disposal schedule.</p>

³ Refer to [Reporting to parents](#) for the appropriate reporting scales.

⁴ Mark books include OneSchool mark books or mark books in other formats. These may be used by teachers to record student summative assessment levels of achievement.

⁵ The Queensland Curriculum and Assessment Authority has developed standards elaborations. Queensland state schools’ teachers may use the standards elaborations to assist in making judgements about the evidence of achievement in a folio of student work. For more information about standards elaborations, see <https://www.qcaa.qld.edu.au/p-10/aciq/standards-elaborations>. The Department of Education requires Queensland state schools to use task-specific standard descriptors for each summative assessment task.

Key: ▲ indicates internal website accessible to Queensland state schools Revised February 2022

Formative assessment

Formative assessment provides evidence to monitor and provide feedback on student learning, and informs differentiation of teaching and learning. Student progress is monitored using formative assessment including: monitoring tasks and tools, diagnostic tools and standardised assessment. Processes for collating and maintaining evidence about student progress on formative assessment are a school-based decision. Student performance on formative assessment is not contained in student summative assessment folios; therefore, is not used in reporting overall levels of achievement for learning areas and/or subjects at the end of each reporting period.⁶

<p>Schools monitor student progress against the achievement standards.</p>	<p>Schools monitor student progress against the achievement standards using formal and/or informal monitoring tasks to inform ongoing teaching and learning. Students with a highly individualised curriculum are monitored against the extended levels of the literacy and numeracy general capabilities using monitoring tasks to inform ongoing teaching and learning, with a particular emphasis on developing communication. Teachers plan and design a range of formal and informal monitoring tasks in each unit to track student progress and provide the curriculum in ways that meet the needs of learners. Monitoring tasks are incorporated as a regular part of teaching and learning and directly align to the Australian Curriculum learning areas and/or subjects in each year or band.</p> <p>Teachers record information about the monitoring tasks, as appropriate, in unit plans.</p>
<p>Schools gather further evidence of student learning progress using monitoring tools to inform ongoing teaching and learning.</p>	<p>Schools use monitoring tools such as Early Start[▲], the P–10 Literacy continuum[▲] and the Draft P–10 Numeracy continuum[▲] to track progress and generate purposeful data about literacy and numeracy in ways that support students to meet the demands of the curriculum. Monitoring tools such as Early Start, the Literacy continuum and Numeracy continuum and diagnostic tools, are not used for reporting of student academic achievement. Teachers may record information from monitoring tools and about the administration of diagnostic tools, as appropriate, in unit plans. Diagnostic tools are used when more detailed information is required about discrete skills that relate to learning.</p> <p>Results may be recorded in OneSchool.</p>
<p>Schools administer standardised assessments in Years 3, 5, 7 and 9 within the National Assessment Program – Literacy and Numeracy (NAPLAN).</p>	<p>National standardised testing is conducted each year. Standardised assessments measure students’ knowledge, understandings and skills that are developed over time by teaching the Australian Curriculum. Schools administer the National Assessment Program – Literacy and Numeracy (NAPLAN), which includes tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy, to all students in Years 3, 5, 7 and 9. Schools must comply with the National protocols for test administration as outlined by the Australian Curriculum Assessment and Reporting Authority. These protocols provide detailed information on all aspects of the administration of the test. All schools nationally are transitioning from paper-based testing to online assessment.</p> <p>Results are available in OneSchool.</p>
<p>Schools administer National Assessment Program sample assessments.</p>	<p>This applies only to those schools selected as sample schools. Schools administer National Assessment Program (NAP) sample assessments to students in Years 6 and 10 according to the cyclical three-year program. The NAP sample assessments test students’ skills and understanding in science literacy, civics and citizenship, and information and communication technology literacy. These skills are developed over time by teaching the curriculum.</p>

⁶ In exceptional circumstances, when there is no summative assessment or insufficient summative assessment available, schools may use the formative assessment that has been gathered against the achievement standards, to inform reporting to parents. This practice is a school based decision and should only be applied to individual students in circumstances agreed to at the school level and in consultation with parents. It is important to align to the appropriate scale for reporting and the formative assessment evidence needs to be judged using a marking guide aligned to the Australian Curriculum achievement standards.

Key: ▲ indicates internal website accessible to Queensland state schools Revised February 2022

Moderation processes in Prep to Year 10

The information below elaborates on the requirements for a whole school approach to moderation processes as part of systematic curriculum implementation. Further information and resources can be accessed through the [Teaching and Learning Hub](#)▲.

Schools are required to:

- ▶ **Use a whole school approach to moderation processes to align curriculum, pedagogy, assessment and reporting; and to ensure consistent judgements and accurate reporting against the achievement standards.**

Moderation processes refer to the professional conversations and a series of calibration and confirmation activities to reach consensus about the evidence in student work against the relevant standard (this may involve moderating within and/or across schools. For example: Instrumental Music uses a regional approach to moderation processes.) These processes ensure consistency and accuracy of judgements against the relevant achievement standards. They rely on [standards, evidence and consensus](#)▲.

A [whole school approach to moderation processes](#) involves:

- › developing a shared [assessment literacy](#)
- › using data to determine the focus
- › using strategies to engage in moderation processes at different junctures throughout teaching and learning
- › using data collected through moderation processes for continuous improvement.

Schools use [assessment and reporting data](#)▲ to determine when moderation processes should focus on particular:

- › learning areas and/or subjects
- › cohorts or groups of students in each semester and/or year
- › units, summative assessment tasks and related marking guides, and/or students' assessment folios.

Moderation is iterative and cyclical, and supports the alignment between curriculum, pedagogy, assessment and reporting. Schools support teachers to [use strategies to engage in moderation processes](#)▲ at [multiple junctures](#)▲ and undertake activities to:

- › match evidence in student work to the relevant achievement standard and related assessable elements
- › award an overall level of achievement for the [summative assessment task](#)▲ using the appropriate reporting scale
- › award an overall level of achievement on [assessment folios for academic reporting](#)▲ at the end of each semester, using the appropriate reporting scale.

Schools support teachers to use the data collected through moderation processes to:

- › align and refine the curriculum provision, pedagogy, assessment and reporting
- › review and refine decisions about coverage of the achievement standard in the year and/or band plans and its effectiveness
- › review and refine the range and balance of [assessment conventions](#)▲ and design features of quality summative assessment tasks and related marking guides
- › identify strengths and areas for improvement to inform next steps in teaching and learning for the identified cohorts, groups and individuals.

Moderation processes enhance student, teacher, parent and community confidence in the consistency of teacher judgements and the accuracy of academic reported results.

Reporting to parents in Prep to Year 12

The information below elaborates on the requirements for academic reporting to comply with the National Education Agreement¹ and ensure that achievement and progress is communicated.

Academic reporting is about communication to parents² and students about achievement and progress in the curriculum³ provided. Academic reports provide point in time information about achievement at the end of each reporting period. School reporting processes are clear and transparent for parents, so they understand the learning expectations for the student, the student's achievement against expected standards, how well the student is engaging with the expected learning and how the student may be able to improve. Opportunities for discussions with parents provide a means to communicate achievement and progress.

In Prep to Year 12, schools are required to:

► Provide a plain language⁴ academic report, twice a year.

For each reporting period, schools report separately on each learning area/subject taught. The report is to include:

- › each learning area/subject provided
- › the student's achievement against the reporting scale
- › behaviour and effort.

► Report on what was provided in the reporting period.

In Prep to Year 10, a reporting period is a semester. In Years 11 and 12, schools may establish semester reporting periods flexibly.

Academic reports reflect:

- › on-balance judgements⁵ about the quality of student learning, based on evidence collected during the reporting period
- › the student's most consistent achievement with consideration to more recent evidence
- › the achievement awarded using the appropriate reporting scale (Refer to **Table 1: Reporting scales**)
- › in Prep, there is the option to provide or experience (see minimum requirements). Schools must report on subjects provided in the semester. There is an option for subjects that are experienced to be included in reporting but no achievement result will be recorded.

The use of interim reporting is optional. Interim reporting communicates progress rather than achievement. Data from interim reports is not used in School Online Reporting Dashboard (SORD) or most OneSchool achievement reports. The end of semester and senior report options are used for reporting student achievement in the semester reporting period.

► Complete academic reports using OneSchool.

Semester academic reporting is configured using the end of semester reporting period option for Prep to Year 10 or the senior report option for Years 11 and 12.

Completing academic reports using OneSchool ensures data is retained for the appropriate period of time and complies with the [Retention and Disposal Schedule](#)[▲].

Academic reports, dependent on the year level template, include:

- › the learning areas and/or subjects provided in the reporting period
- › the achievement, against the reporting scale
- › results for behaviour and effort
- › options to include comments
- › options to include comparative reporting.

► **Report as A, B, C, D and E (or an equivalent reporting scale).**

Schools use an A–E or equivalent scale to report achievement on academic reports. The scale acknowledges the range of performance against the relevant standard.

Reporting scales describe the demonstrated learning in relation to the relevant standard. (Refer to **Table 2**: Description of reporting scales.)

► **Report on EAL/D students who are provided intensive SAE language teaching within their first 12 months of schooling in Australia, as appropriate.**

Schools can provide intensive SAE language teaching for any EAL/D student, including any Aboriginal and Torres Strait Islander EAL/D student who is beginning to learn SAE, within their first 12 months of schooling in Australia and longer if required.

When reporting on EAL/D students new to learning SAE and within their first 12 months of schooling in Australia, there can be an exemption from the five-point scale reporting requirement for all learning areas if necessary. This decision rests with the Principal.

In these instances, schools use ‘N’ as the level of achievement and may use the comments section in the academic report to provide a written statement about the student’s learning.

For the English learning area, where ‘N’ is used, comments may reflect SAE language proficiency levels and progress determined using the *Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners*.

For all other learning areas and/or subjects, where ‘N’ is used, comments describe student achievement and improvement, with reference to the relevant standards as appropriate.

► **On request from a parent or in consultation with the school community, provide comparative reporting for each learning area and/or subject provided to the student while maintaining individuals’ privacy.**

Comparative reporting is available in OneSchool in two formats: embedded or attached. The use of comparative reporting should be informed by consultation with the school community and completed without breaching individuals’ privacy. These reports do not include ICP results or QCIA results.

The option for parents to request comparative reporting is communicated on all academic reports.

► **Offer parents the opportunity to discuss their child’s achievement and progress with their child’s teachers twice a year.**

In addition to providing academic reports, at least twice a year, schools offer parents opportunities to discuss their child’s achievement and progress with their child’s teacher(s). Each school establishes procedures for interviews.

When offering opportunities for parents to have discussions with teachers responsible for programs delivered by specialist and/or itinerant teachers such as Instrumental Music, schools are to consider the numbers of students undertaking programs, as well as the role and employment conditions of the teachers.

► **In Prep to Year 10, schools are required to report on students who have an endorsed Individual Curriculum Plan (ICP), as appropriate to the category of ICP.**

- › Different Year Level (DYL) and Different Year Level — Partial (DYL–P)
 - › Students are assessed and reported against the different year level achievement standard documented in their ICP.
 - › Reporting uses the Prep–Year 10 five-point scale (Refer to **Table 1**).

- › Highly Individual Curriculum Plan (HICP)
 - › Students are assessed and reported against the learning focuses identified in their ICP, which are drawn from the General Capabilities.
 - › Reporting uses the HICP five-point scale (Refer to **Table 1**).

► **In Years 11 and 12, schools are required to:**

- › report to parents twice yearly on student achievement in senior courses of study using the relevant reporting scale within the reporting period; schools may report on effort and behaviour
- › provide opportunities for face-to-face interviews to discuss student achievement
- › report to the QCAA on students’ enrolment and results information in accordance with the Senior Education Profile calendar.

Table 1: Reporting scales

Illustrates the appropriate scales across the years of schooling.

	HICP	Prep– Year 2	Years 3–10
Achievement	<ul style="list-style-type: none"> › Very high › High › Sound › Developing › Emerging 	<ul style="list-style-type: none"> › Applying › Connecting › Working with › Exploring › Beginning 	<ul style="list-style-type: none"> › A › B › C › D › E
Behaviour and Effort	<i>Dependent on the student’s enrolled year level</i>	Prep–Year 6	Years 7–10
		<ul style="list-style-type: none"> › A › B › C › D › E 	
		<i>In Prep–Year 6, in both comment and no comment⁶ reporting types, effort results appear for every subject and behaviour is displayed as an overall result</i>	<i>In Years 7–10, behaviour and effort scales appear for every subject in both comment and no comment⁶ reporting types</i>

As appropriate	
Achievement	VET <ul style="list-style-type: none"> › Competency achieved › Working towards competency › Competency not achieved International Baccalaureate <ul style="list-style-type: none"> › 1–7 Scale or Grade A–Grade E

Years 11–12

Achievement	<p>QCAA General, General (Extension), Applied, Applied (Essential), Short Course subjects</p> <ul style="list-style-type: none"> > A–E > <i>At exit, Year 12 students are awarded a subject result from QCAA (out of 100) for General and General (Extension) subjects, and A–E for Applied and Applied (Essential) subjects</i> <p>QCIA – following the guidelines for studies derived from the GIL, and communicating meaningful information about student progress and achievement to parents</p>
Behaviour and Effort	<ul style="list-style-type: none"> > A > B > C > D > E <p><i>Behaviour and Effort are not reported at exit.</i></p>
N Insufficient evidence to make a judgement	<p>Awarding an ‘N’ is a school-based decision and is used in exceptional circumstances when there is insufficient evidence to make a judgement about a student’s achievement. For example, an ‘N’ may be used when a student has recently arrived to the school and/or may have completed assessment at another school.</p> <p>An ‘N’ is not suitable when there is available evidence (such as work from class activities, anecdotal records, drafts of summative assessments) that has been gathered during curriculum delivery, that may be matched to a relevant achievement standard.</p>

Table 2: Description of reporting scales

These descriptions are also printed on the front of the OneSchool academic report.

Prep–Year 2

Use the following five-point scale to report student achievement in Prep to Year 2.

Applying	The student is demonstrating deep and broad knowledge, understanding and skills from the achievement standard.
Connecting	The student is demonstrating deep knowledge, understanding and skills from the achievement standard.
Working with	The student is demonstrating the expected knowledge, understanding and skills from the achievement standard.
Exploring	The student is demonstrating partial knowledge, understanding and skills from the achievement standard.
Beginning	The student is beginning to demonstrate knowledge, understanding and skills from the achievement standard.
N Insufficient evidence to make a judgement	<p>An ‘N’ is used in exceptional circumstances, when there is insufficient summative assessment evidence to make a judgement about a student’s level of achievement. An ‘N’ can be used when a student has recently arrived (new to state schools or new to the school) or they have extended absences. An ‘N’ can be used for EAL/D students, refer to Page 40.</p> <p>An ‘N’ is not suitable when there is available evidence (such as work from class activities, anecdotal records, drafts of summative assessments) that have been gathered during curriculum delivery against the relevant achievement standard. This evidence can be judged against a relevant existing marking guide.</p> <p>Awarding an ‘N’ is a school-based decision and should only be applied to individual students when there is insufficient evidence gathered against the relevant achievement standards, and in consultation with parents.</p>

Year 3–Year 10

Use the following five-point scale to report student achievement in Years 3–10.

A	The student is demonstrating deep and broad knowledge, understanding and skills from the achievement standard.
B	The student is demonstrating deep knowledge, understanding and skills from the achievement standard.
C	The student is demonstrating the expected knowledge, understanding and skills from the achievement standard
D	The student is demonstrating partial knowledge, understanding and skills from the achievement standard.
E	The student is beginning to demonstrate knowledge, understanding and skills from the achievement standard.
N Insufficient evidence to make a judgement	<p>An ‘N’ is used in exceptional circumstances, when there is insufficient summative assessment evidence to make a judgement about a student’s level of achievement. An ‘N’ can be used when a student has recently arrived (new to state schools or new to the school) or they have extended absences. An ‘N’ can be used for EAL/D students, refer to Page 40.</p> <p>An ‘N’ is not suitable when there is available evidence (such as work from class activities, anecdotal records, drafts of summative assessments) that have been gathered during curriculum delivery against the relevant achievement standard. This evidence can be judged against a relevant existing marking guide.</p> <p>Awarding an ‘N’ is a school-based decision and should only be applied to individual students when there is insufficient evidence gathered against the relevant achievement standards, and in consultation with parents.</p>

HICP

Use the following five-point scale to report on students who have a highly individualised curriculum plan.

Very high	The student has exceeded the selected capabilities.
High	The student is demonstrating the selected capabilities confidently and competently.
Sound	The student is consistently demonstrating the selected capabilities.
Developing	The student is demonstrating components of the selected capabilities.
Emerging	The student is beginning to demonstrate the selected capabilities.
N Insufficient evidence to make a judgement	<p>An ‘N’ is used in exceptional circumstances, when there is insufficient summative assessment evidence to make a judgement about a student’s level of achievement. An ‘N’ can be used when a student has recently arrived (new to state schools or new to the school) or they have extended absences. An ‘N’ can be used for EAL/D students, refer to Page 40.</p> <p>An ‘N’ is not suitable when there is available evidence (such as work from class activities, anecdotal records, drafts of summative assessments) that have been gathered during curriculum delivery against the relevant achievement standard. This evidence can be judged against a relevant existing marking guide.</p> <p>Awarding an ‘N’ is a school-based decision and should only be applied to individual students when there is insufficient evidence gathered against the relevant achievement standards, and in consultation with parents.</p>

Prep–Year 12: Behaviour

Use the following five-point scale to report on behaviour.

A	The student always demonstrates positive learning behaviours and models the expectations set out in the Student Code of Conduct.
B	The student consistently demonstrates positive learning behaviours and regularly meets the expectations set out in the Student Code of Conduct.
C	The student mostly demonstrates positive learning behaviours and usually meets the expectations set out in the Student Code of Conduct.
D	The student sometimes demonstrates positive learning behaviours and needs guidance to meet the expectations set out in the Student Code of Conduct.
E	The student rarely demonstrates positive learning behaviours and requires intensive support to achieve the expectations set out in the Student Code of Conduct.
N	Insufficient evidence to make a judgement.

Prep–Year 12: Effort

Use the following five-point scale to report on effort.

A	The student is a model learner, demonstrating personal commitment, persistence and adaptability.
B	The student consistently demonstrates personal commitment, persistence and adaptability in their learning.
C	The student typically demonstrates commitment, persistence and adaptability in their learning.
D	The student sometimes demonstrates commitment, persistence and/or adaptability in their learning.
E	The student requires frequent encouragement to persist and persevere with learning.
N	Insufficient evidence to make a judgement.

Endnotes

- The National Education Agreement** affirms the commitment of the Commonwealth, State and Territory Governments of Australia for the provision of Student Reports to parents and carers by all schools of plain language reports twice a year that:
 - are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement;
 - include an assessment of the student's achievement against any available national standards; and
 - include, for subjects studied, an assessment of the student's achievement:
 - reported as A, B, C, D and E (or an equivalent five-point scale), clearly defined against specific learning standards; and
 - relative to the performance of the student's peer group.
- Parents** refers to parents, carers, guardians, kinship, families and people who exercise parental responsibility for the child.
- Curriculum** refers to the Prep to Year 10 Australian Curriculum, Queensland Curriculum, Vocational Education and Training (VET) and International Baccalaureate. In Years 11 and 12, curriculum includes the range of subject options provided and/or recognised by the QCAA. Curriculum may also include Value Added Programs available in OneSchool or school-based programs configured in OneSchool.
- Plain language** is clear and easy to understand. It includes the use of active voice, common words and short sentences.
- On-balance judgements** consider the patterns of evidence demonstrated in student work against the relevant standard and related assessable elements to determine a level of achievement. Moderation processes support teachers to make an on-balance judgement.
- Comment or no comment** academic reports can be generated in OneSchool informed by consultation with the school community.



State Delivered Kindergarten (SDK), eKindy and Hospital kindy elaborations

The information below elaborates on the requirements of schools approved or prescribed to deliver State Delivered Kindergarten (SDK), eKindy and Hospital kindy.

▶ State Delivered Kindergarten

The SDK program is [resourced](#) for at least 15 hours a week (or 30 hours a fortnight, for example: a 5-day fortnight) for 40 weeks, which equates to 600 hours per year. This is in line with the [Commonwealth Preschool Reform Agreement](#) to support national consistency for kindergarten programs. In consultation with the school community¹, schools have reasonable discretion about how the 15 hours per week (on average) are allocated, provided kindergarten is delivered for 600 hours per year.

Principals follow the [SDK policies and procedures](#) and [SDK Operational Handbook](#). The number of children registered in SDK at the school determines what [early childhood legislation](#) applies – either the *Education and Care Services Act 2013* (ECS Act) or the *Education and Care Services National Law* (National Law). Similarly, staff qualification requirements vary depending on which law applies. Regional SDK teams support schools to plan for the delivery of kindergarten. Schools must report any SDK closures to their regional SDK team.

▶ eKindy

The eKindy program, delivered through Brisbane School of Distance Education, is supported by a qualified early childhood teacher and covers 15 hours of kindergarten for 40 weeks a year (during school terms only).

The eKindy teacher delivers one hour of the online program per week, with the remainder of the program delivered by the child's parent² using eKindy curriculum materials, with support from the teacher. The program is flexible and can be organised to meet the needs of the family and child.

To be eligible for eKindy, a child must meet one of three eligibility categories as outlined in the *Education (General Provisions) Act 2006* – distance to an early childhood education and care service, medical condition or itinerant occupation of parents.

▶ Hospital Kindy

Queensland Children's Hospital School teachers provide an education service to kindergarten-aged children receiving treatment at the Queensland Children's Hospital or the Mater Children's Private Brisbane Hospital.

Data

Schools are required to:

- ▶ **Document, monitor and review attendance data³, anecdotal evidence and assessment data, including learning across the phases of the *Continua of learning and development*, to determine focus areas for the sustained improvement of children's⁴ learning, development and wellbeing.**

Schools use a range of kindergarten data, including anecdotal data (observations, work samples, learning discussions, information shared through reciprocal relationships and collaborative partnerships with teaching teams, families and professional partners), assessment data (*Continua of learning and development*, transition statements, *Australian Early Development Census – AEDC*) and attendance data. Kindergarten data is used to reflect on the quality of teaching and learning programs and practices, and to enhance and support the continuous improvement of teaching, learning and leading in the early years.

- ▶ **Use a range of data together with the National Quality Standard (NQS) to inform quality improvement strategies for the kindergarten program and school performance planning.**

Guidelines about the standards for providing state school kindergarten programs build on the [National Quality Standard \(NQS\)](#), and support schools to engage in strengths-based reflection, identify improvement priorities and strategies, and make data-informed decisions about [school performance planning](#).

Curriculum

Schools are required to:

- ▶ **Enact the five learning and development areas of the Queensland kindergarten learning guideline 2024 (QKLG) through planned and spontaneous child-centred⁵ experiences.**

Schools are required to provide a child-centred kindergarten program drawn from the [QKLG](#) using:

- › the eight principles, seven practices and five learning and development areas
- › responsive planning and decision-making that:
 - › builds on children’s knowledge, perspectives, capabilities and interests
 - › reflects evidence of learning, including point-in-time observations, assessments using the [Continua of learning and development](#), and information shared through reciprocal relationships and collaborative partnerships with teaching teams, families and professional partners.

Documenting, assessing and planning

Schools are required to:

- ▶ **Use an ongoing, strengths-based planning⁶ process that includes:**
 - **gathering evidence and documenting⁷ learning**
 - **analysing and evaluating evidence across all learning and development areas using the [Continua of learning and development](#)**
 - **planning responsively for and from learning**
 - **implementing intentional learning experiences**
 - **critically reflecting⁸ on teaching and learning.**

Kindergarten teachers collate a range of documentation and evidence across the five [QKLG](#) learning and development areas. Multiple opportunities are provided to demonstrate learning with evidence being used to plan for future learning opportunities. Maintaining a range of documentation supports the development of transition statements at the end of the kindergarten year.

Schools assess learning in a range of ways that are inclusive and responsive to children’s diverse cultures, languages and abilities, including:

- › **Assessment for learning** — often referred to as formative assessment, an ongoing process of identifying what children know and can do, and making decisions about what children are ready to learn next
- › **Assessment of learning** — often referred to as summative assessment, a snapshot of learning at a point in time (for example: mid-year or upon transition to school)
- › **Assessment as learning** — enabling children to be active participants in reflecting on their learning.⁹

The *Continua of learning and development* can be used by schools to:

- › document evidence of learning, and identify a child’s level of familiarity with the situation in which the learning was demonstrated and the level of support that enabled the child to demonstrate the observed learning
- › evaluate and use evidence to inform planning for the next steps in a child’s learning and intentional teaching practices that will promote that learning
- › review evidence over time to make judgements about which phase a child’s learning is more like
- › use judgements to reflect on, describe and share information about children’s learning, development and wellbeing.

Examples of planning and documenting templates aligned to the QKLG learning and development areas are available from the [QCAA](#).

► **Develop transition statements at the end of the year by collaborating¹⁰ with families, and reflecting on a range of documentation and evidence across the *Continua of learning and development* over time.**

Transition statements are written:

- › primarily for families, and in collaboration with families
- › from a strengths-based perspective
- › to summarise learning across the five QKLG learning and development areas
- › to support continuity of learning and transition to school.

Kindergarten teachers create transition statements in the *Kindergarten Transition Statement (KTS) application* in the QCAA Portal or using the kindergarten transition statement template.

Parent/carer permission is required for two types of consent, including consent for the statement to be:

- › created and uploaded to the QCAA portal via [Consent form 1](#)
- › shared with the enrolling school via [Consent form 2](#).

Schools can follow the [Transition statement process](#).

Inclusion and diversity

► **Use the QKLG to support inclusive and equitable access, participation and engagement in kindergarten.**

Kindergarten programs provide opportunities for teachers to celebrate the richness and diversity that children and their families bring to the school community. The QKLG supports teachers and educators to make purposeful decisions about cultural, social, physical and cognitive elements of learning environments to foster responsive and culturally safe spaces for learning.

The QCAA provides advice and resources on [creating learning environments](#) to support inclusive and equitable access and participation in kindergarten.

Health and wellbeing education

► **Use the QKLG to build respectful and reciprocal relationships and support children’s wellbeing.**

Kindergarten teachers support children’s holistic¹¹ learning, development and wellbeing, by integrating principles, practices and learning and development areas when planning, teaching and assessing. Adopting a holistic perspective on teaching and learning involves:

- › building respectful and reciprocal relationships and collaborative partnerships with families, communities and professional partners

- › promoting children’s social, emotional, physical, language and cognitive learning, development and wellbeing
- › considering children’s voices and actions in planning and assessment
- › viewing children as competent and creative meaning-makers
- › supporting children to build on their diverse perspectives, capabilities and interests to learn and develop in meaningful ways
- › fostering positive transitions and continuity of learning.

Managing risks in school curriculum activities

▶ Provide risk assessment documentation, in accordance with the *SDK delivery procedure* and *Managing risks in school curriculum activities procedure*.

- › The *Managing risks in school curriculum activities procedure* supports schools to consider risks to the safety and wellbeing of students.
- › Kindergarten teachers must consider age-appropriate curriculum activities and specific risks for the younger, more vulnerable kindergarten cohort using the Curriculum Activity Risk Assessment (CARA) planner.
- › SDKs have additional requirements to document risk mitigation in relation to specific activities, in accordance with the *SDK delivery procedure*.

Endnotes

- 1 **School community** refers to school staff, students, parents, local business, community organisations and visitors to the school.
- 2 **Parents** refers to parents, carers, guardians, kinship, families and people who exercise parental responsibility for a child.
- 3 **Attendance data** refers to the proportion of registered children who attend, in the year before full-time school, quality early childhood education program(s) for 600 hours per year as outlined in the *Preschools Reform Agreement*.
- 4 **Children** refers to individuals and groups and can be used interchangeably with students, reflecting the use of both terms in the policies, procedures and curriculum/quality improvement frameworks relevant to kindergartens in Queensland state schools.
- 5 **Child-centred:** Consideration of each child’s current knowledge, strengths, ideas, culture, abilities and interests as the foundation for the development of the educational program.
- 6 **Strengths-based planning** is gathering evidence and documenting what children know, understand and can do across the *five learning and development areas* within the *QKLG*.
- 7 **Documentation:** Teachers and educators document children’s participation in the kindergarten program and their ongoing learning progress. This documentation is accessible to children, parents/carers and family members to support collaborative reflection and decision making about learning.
- 8 **Critically reflecting** involves reflective practices that focus on implications for learning and development and equity and social justice.
- 9 **Assessment for, as and of learning** describe the different purposes of assessment and are defined within the *QKLG*.
- 10 **Collaborating** is co-constructing learning with children, enabling them to take the lead in their learning while working with them to contribute to, rather than dominate, the direction of the experience.
- 11 **Holistic** approaches recognise the integration and connectedness of all dimensions of children’s learning, development and wellbeing.

Preparing students for success in senior secondary

The information below elaborates on the requirements that will prepare students for success in senior secondary.

▶ Year 10 in the Queensland Certificate of Education (QCE) system

The *Equity and Excellence: Realising the potential of every student (the education strategy)* underpins planning for teaching, learning and assessment, ensuring that students are purposefully engaged in learning and experience success.

Year 10 marks a phase of consolidation and transition into Years 11 and 12. During Year 10, schools help students to recognise and build on their strengths and interests to help them make informed decisions about their future pathways.

▶ Commencement of delivery of senior studies

Senior syllabuses are developmental and are generally completed over two years with Units 1 and 2 (Year 11) studied prior to Units 3 and 4 (Year 12).

For most students, the study of Unit 1 of senior studies commences on Day 1, Term 1 of Year 11.

▶ Continuity and coherence of learning

The Queensland Curriculum and Assessment Authority (QCAA) [senior syllabuses](#) build on the expectations of the Prep to Year 10 [Australian Curriculum](#). The syllabuses are grouped in the eight learning areas of the Australian Curriculum to highlight this continuity.

The best preparation for success in the QCE system is to teach, assess and report on the Prep to Year 10 Australian Curriculum prior to the commencement of senior studies. Success in senior secondary is dependent on the academic, social and personal learning undertaken in junior secondary.

The K–12 Framework specifies the requirements for each Queensland state school in delivering the curriculum. Minimum requirements for providing the Australian Curriculum in Prep to Year 10 from 2024 elaborates on the requirements of the K–12 Framework.

Teaching the Years 7 to 10 Australian Curriculum in each learning area supports continuity and coherence of learning and a seamless transition between Year 10 and senior studies by providing:

- › appropriate time for students to develop the depth of knowledge, understanding and skills necessary for success in senior studies
- › a clear line-of-sight for the development of students' cognitive skills across year levels
- › the best possible foundation in the general capabilities which reflect the senior syllabus skills, behaviours and dispositions that prepare students to live and work successfully in the 21st century
- › equitable access to the curriculum for all students at all state schools
- › common parameters for delivery of the curriculum across schools.

► Transitioning to senior studies

As Year 10 is the culmination of students' learning in the Prep to Year 10 Australian Curriculum it supports them to transition to senior studies. Schools should employ strategies to support students to consolidate and transition. These may include:

- › providing electives in Years 9 and 10 from the Australian Curriculum to ensure a firm foundation for students' studies in senior syllabuses
- › structuring the Year 10 Australian Curriculum content in a way that highlights the links and continuities into senior studies
- › packaging Year 10 content¹ as an introduction to a specific senior secondary subject
- › providing opportunities to experience assessment techniques from the corresponding senior syllabus, where applicable, which are age appropriate and curriculum aligned with adjusted assessment conditions
- › differentiating teaching and learning to accommodate the needs of groups and individuals
- › reporting student achievement against the relevant Australian Curriculum achievement standards.

► Supporting informed student decisions about future pathways

Schools ensure every Year 10 student completes a [Senior Education and Training \(SET\) Plan](#)[▲] to assist them to structure their learning and pathways in Years 11 and 12. A SET Plan is developed by each student in consultation with parents/carers and teachers.

A student's development of their SET Plan is based on the culmination of high-quality career education. By the time a student is ready to map out their plan of action, they have experienced career education activities and received informed advice to assist them to make senior subject choices.

During the SET planning process, students take ownership of their learning and pathway by reviewing and/or revising their SET Plans regularly to remain on track for success throughout Years 11 and 12 and into post-school education, training and/or work.

Endnotes

¹ **Packaging Year 10 content** means, for example, packaging the Physical Sciences strand of the Australian Curriculum: Science as an 'Introduction to Physics' unit within their Year 10 Science course.