

P-12 Curriculum, assessment and reporting framework

The *P-12 Curriculum, assessment and reporting framework* (P-12 CARF) specifies the requirements for all Prep to Year 12 Queensland state schools to deliver a world-class education.

The P-12 CARF sets out the requirements for all schools ensuring the:

- [right of every child](#) to access education, primary and secondary, appropriate to their needs;
- provision of a [high quality education](#) supporting every student to succeed through each stage of schooling in a safe and supportive learning environment; and
- success and wellbeing of all students through [inclusive education](#) responsive to the needs of diverse learners.

It supports schools to align improvement initiatives with the *Every student succeeding – State Schools Improvement Strategy* and the *Every student with disability succeeding plan* to lift the performance of every school, teacher and student in our state school system.

These strategies include the [School Improvement Model](#)[▲], which guides schools to determine a sharp and narrow focus, for an intentional approach to continuous improvement in teaching, learning and assessment of the required curriculum.

Effective school leadership and quality teaching and learning, focused on improved curriculum delivery that meets the requirements of the P-12 CARF, ensures that all students, of all identities and abilities, are able to:

- access and participate in the curriculum alongside their similar-aged peers; and
- achieve academically and socially with **tailored supports¹ including reasonable adjustments²** that meet their learning needs.

Schools implement the requirements of the P-12 CARF by considering government priorities³ and in consultation with the school community⁴.

The requirements for curriculum, pedagogy, assessment and reporting apply to all Queensland state schools, and are presented in this document according to the stages of schooling:

- Prep to Year 10; and
- Years 11 and 12.

Links to relevant additional information and resources are provided to support Queensland state schools meet the requirements specified in the P-12 CARF.

Websites accessible to Queensland state schools **ONLY** are indicated by ▲.

Schools read the requirements in the P-12 CARF and consult additional information provided in the sections, titled:

- *Minimum requirements for providing the Australian Curriculum in Prep to Year 10 from 2022*
- *Assessment in Prep to Year 10*
- *A whole school approach to differentiated teaching and learning*
 - *Individual curriculum plan for students in Prep to Year 10*
- *A whole school approach to pedagogy*
- *Moderation processes in Prep to Year 10*
- *Preparing students for success in senior secondary*
- *Reporting to parents*

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 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 same basis as other students. For more information refer to NCCD Portal – Disability Standards for Education: A Practical Guide for Individuals, Families and Communities.

³ **Government priorities** include: Schools of the future, which supports schools provide [Science, Technologies and Mathematics \(STEM\)](#); [Global schools through languages](#)[▲], which support schools provide Languages; and providing health and wellbeing education including [Respectful Relationships Education](#).

⁴ The term ‘**school community**’ refers to school staff, students, parents, local business and community organisations and visitors to the school.



Requirements for Queensland state schools in Prep to Year 10

Focus areas	Schools are required to:	Schools find more information in:
Data	<ul style="list-style-type: none"> monitor or review assessment and reporting data and other informing evidence to determine focus areas for continuous improvement in student learning and achievement, engagement and wellbeing, and transitions use assessment and reporting data and other informing evidence, as part of school performance planning, to ensure quality systematic curriculum delivery, effective pedagogical practices and differentiated teaching and learning 	<ul style="list-style-type: none"> School performance policy Data literacy framework: data-informed practice[▲] Assessment and Moderation Hub[▲]
Curriculum	<ul style="list-style-type: none"> provide (teach, assess and report on) all eight learning areas of the Prep to Year 10 Australian Curriculum⁵ to all students, without exception⁶. Schools: <ul style="list-style-type: none"> provide Languages from Years 5 to 8 and, where possible, offer Languages from Prep to Year 12 provide electives in Years 9 and 10 using the Australian Curriculum. Schools provide Geography, Civics and Citizenship, Economics and Business, Work Studies, Digital Technologies, Design and Technologies, Dance, Drama, Media Arts, Music, Visual Arts and Languages subject/s use the Corporate learning area/subject list for curriculum provision, timetable and academic reporting make decisions about how to meet the minimum requirements suitable for their context 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: <ul style="list-style-type: none"> Provision of whole curriculum plan Year and/or Band plans for each learning area and/or subject. These plans specify the range and balance of summative assessments and ensure the effective coverage of all aspects of the relevant achievement standard Unit plans provide the Queensland Instrumental Music Curriculum, as appropriate 	<ul style="list-style-type: none"> Australian Curriculum Global schools through Languages[▲] <i>Preparing students for success in senior secondary</i> OneSchool: Curriculum Provision – Timetabling and Academic Reporting[▲] <i>Minimum requirements for providing the Australian Curriculum in Prep to Year 10 from 2022</i> Education and Training Sector retention and disposal schedule Records management manual[▲] Assessment and Moderation Hub[▲] Curriculum into the Classroom[▲] Queensland Instrumental Music Curriculum
Pedagogy	<ul style="list-style-type: none"> monitor or review, and refine a whole school approach to pedagogy in response to assessment and reporting data select and employ effective pedagogical practices using the principles to support improvement in learning and achievement 	<ul style="list-style-type: none"> <i>A whole school approach to pedagogy</i> Assessment and Moderation Hub[▲]

⁵ 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.

⁶ Australian Curriculum: Student Diversity (Personalised learning) advises schools on how to use the curriculum to meet the learning needs of all students across all educational settings and contexts, without exception.



Requirements for Queensland state schools in Prep to Year 10

Focus areas	Schools are required to:	Schools find more information in:
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 processes⁷ to identify groups and individuals who require tailored supports, including: <ul style="list-style-type: none"> students with disability⁸, with reasonable adjustments⁹ to enable students to participate on the same basis as other students gifted and talented students students for whom English is an additional language or dialect (EAL/D), who are learning Standard Australian English (SAE) as a new language, while simultaneously learning the curriculum through SAE other students with diverse needs employ tailored supports to ensure that all students can access the curriculum being provided 	<ul style="list-style-type: none"> Inclusive education <i>A whole school approach to differentiated teaching and learning</i> Students with disability[▲] Culturally and linguistically diverse students EAL/D Hub[▲] Aboriginal and Torres Strait Islander Education
Individual Curriculum Plan	<ul style="list-style-type: none"> provide an Individual Curriculum Plan (ICP) for the small percentage of students who are identified as requiring a different year-level in some or all learning areas and/or subjects identify students using consistent school-wide processes develop, for identified students, the appropriate category of ICP, record the decision in OneSchool in the <i>Student Plan module</i> under the <i>Individual Curriculum Plan</i> component and record parental endorsement review the ICP at the end of each semester monitor each student's ICP while considering the long-term implications¹⁰ 	<ul style="list-style-type: none"> <i>A whole school approach to differentiated teaching and learning</i> <i>Individual curriculum plan for students in Prep to Year 10</i>
Health and wellbeing education	<ul style="list-style-type: none"> deliver health and wellbeing education, including respectful relationships education, either as part of the delivery of the Australian Curriculum or as part of the school's pastoral care program deliver, in Prep to Year 6, a water safety and swimming program record completion of cardiopulmonary resuscitation training or recognition of prior learning in OneSchool for students in Years 10 and 12 	<ul style="list-style-type: none"> Learning and Wellbeing Framework Health and wellbeing education programs: Alcohol and other drugs education program; Respectful relationships education program[▲]; Daniel Morcombe child safety curriculum[▲]; Alannah & Madeline Foundation eSmart programs <i>Statement of expectations: Water safety and learning to swim program</i> Water safety and swimming education program[▲] CPR for Life in schools[▲]

⁷ School-wide processes should include identification of groups and individuals either on enrolment or through ongoing processes of identification using assessment and reporting data and other informing evidence.

⁸ The Department of Education recognises all students with disability as defined by the [Disability Discrimination Act 1992 \(Cth\)](#) definition of disability. This definition is broader than the department's six categories within the Education Adjustment Program. Students with disability include those identified in the Nationally Consistent Collection of Data (NCCD) on School Students with Disability.

⁹ 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 same basis as other students.

¹⁰ 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 [Queensland Certificate of Education](#) or a [Queensland Certificate of Individual Achievement](#).



Requirements for Queensland state schools in Prep to Year 10

Focus areas	Schools are required to:	Schools find more information in:
Management of 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 are identified, assessed and controlled 	<ul style="list-style-type: none"> Managing risks in school curriculum activities process Curriculum Activity Risk Assessment (CARA) activity guidelines
Future pathways	<ul style="list-style-type: none"> ensure that every student, by the end of Year 10, has developed a Senior Education and Training (SET) plan and is provided opportunities for review during Years 11 and 12 register all students with the Queensland Curriculum and Assessment Authority (QCAA) in the year before they turn 16 (or before the student completes Year 10, whichever occurs first) to open an individual learning account¹¹ 	<ul style="list-style-type: none"> Senior Education and Training (SET) planning procedure Queensland Curriculum and Assessment Authority Learning accounts
Homework	<ul style="list-style-type: none"> develop a school homework policy and disseminate to the school community monitor or review the school homework policy to ensure that homework: <ul style="list-style-type: none"> is effective in supporting learning¹² allows sufficient time for family, recreation, and community and cultural activities does not disadvantage students due to a lack of access to resources 	<ul style="list-style-type: none"> Parent and community engagement framework
Summative assessment	<ul style="list-style-type: none"> 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 standard using the appropriate reporting scale¹³ 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[▲] maintain and retain an assessment folio for each student in each learning area and/or subject. An assessment folio contains student responses to summative assessments, including the task and the graded marking guide, as specified in the year and/or band plan 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 	<ul style="list-style-type: none"> Assessment in Prep to Year 10 Assessment and Moderation Hub[▲] Curriculum into the Classroom[▲] Education and Training Sector retention and disposal schedule Records management manual[▲]

¹¹ See [Education \(Queensland Curriculum and Assessment Authority\) \(QCAA\) Act 2014](#) and QCAA [QCE and QCIA policy and procedures handbook](#).

¹² Homework is most effective 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.

¹³ Refer to [Reporting to parents](#) for the **appropriate reporting scales**.



Requirements for Queensland state schools in Prep to Year 10

Focus areas	Schools are required to:	Schools find more information in:
Formative assessment	<ul style="list-style-type: none"> monitor student progress against the achievement standards using formal and/or informal monitoring tasks to inform ongoing teaching and learning gather further evidence of student learning progress using monitoring tools to inform ongoing teaching and learning 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, in the cyclical three-year program, administer National Assessment Program (NAP) sample assessments in either science literacy, civics and citizenship, or information and communication technology, to students in Years 6 and 10 	<ul style="list-style-type: none"> Early Start[▲] P-10 Literacy continuum and draft P-10 Numeracy continuum[▲] Bandscales for English as an additional language or dialect (EAL/D) learners NAPLAN National Assessment Program
Moderation processes	<ul style="list-style-type: none"> use assessment and reporting data to determine the focus of moderation processes use a whole school approach to moderation processes to align curriculum, pedagogy, assessment and reporting; and to ensure consistent judgments and accurate reporting against the achievement standards 	<ul style="list-style-type: none"> Moderation processes in Prep to Year 10 Assessment and Moderation Hub[▲]
Reporting	<ul style="list-style-type: none"> use the evidence of student performance in the assessment folio to make an on-balance judgement about the student's overall level of achievement against the targeted aspects of the achievement standard that have been taught and assessed in the reporting period in each learning area/subject provided issue a written report to parents¹⁴, using the appropriate reporting scale, twice a year to report on each student's: <ul style="list-style-type: none"> — overall level of achievement for each learning area/subject provided — effort and behaviour 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 the individuals' privacy offer parents the opportunity to discuss their child's achievement, effort and behaviour at the school with their child's teachers twice a year¹⁵ report on the students who have an endorsed ICP, as appropriate to the category of ICP report on students provided intensive Standard Australian English language teaching within their first 12 months of Australian schooling. 	<ul style="list-style-type: none"> Reporting to parents Minimum requirements for providing the Australian Curriculum in Prep to Year 10 from 2022 OneSchool: Curriculum Provision – Timetabling and Academic Reporting[▲] OneSchool[▲] Individual Curriculum Plan for students in Prep to Year 10 Reporting to parents

¹⁴ The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for the child.

¹⁵ 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.



Requirements for Queensland state schools in Years 11 and 12

Focus areas	Schools are required to:	Schools find more information in:
Curriculum and assessment	<ul style="list-style-type: none"> provide the Queensland Certificate of Education system <ul style="list-style-type: none"> select curriculum to be implemented from the range of subject options provided and/or recognised by the QCAA, such as the Queensland Instrumental Music Curriculum, if appropriate provide Languages from Years 5 to 8 and, where possible, offer Languages from Prep to Year 12 provide students with a program of learning that enables them to attain a Senior Education Profile, which may include a: <ul style="list-style-type: none"> Senior Statement Queensland Certificate of Education (see eligibility requirements) or Queensland Certificate of Individual Achievement ensure that all teaching, learning and assessment (including internal and external assessment) programs comply with the requirements of the relevant authorities, for example: <ul style="list-style-type: none"> QCAA (General and Applied Senior Syllabuses, QCAA Short Courses and other options) Australian Skills Quality Authority (Vocational education and training (VET)) International Baccalaureate comply with the requirements of the relevant authorities for quality assurance and certification procedures including the requirement to collect, verify and report the Unique Student Identifier for all students enrolled in a VET program 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, following requirements of QCAA 	<ul style="list-style-type: none"> Queensland Curriculum and Assessment Authority Queensland Instrumental Music Curriculum Queensland Tertiary Admissions Centre Inclusive education <i>A whole school approach to differentiated teaching and learning</i> Students with disability▲
Management of 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 are identified, assessed and controlled 	<ul style="list-style-type: none"> Managing risks in school curriculum activities process Curriculum Activity Risk Assessment (CARA) activity guidelines
Health and wellbeing education	<ul style="list-style-type: none"> deliver health and wellbeing education, including respectful relationships education, as part of the school's pastoral care program record completion of cardiopulmonary resuscitation training or recognition of prior learning in OneSchool for students in Years 10 and 12 	<ul style="list-style-type: none"> Learning and Wellbeing Framework Health and wellbeing education programs: Alcohol and other drugs education program▲; Respectful relationships education program▲; Alannah & Madeline Foundation eSmart programs CPR for Life in schools▲
Reporting	<ul style="list-style-type: none"> report to parents¹⁶: <ul style="list-style-type: none"> issue a written report to parents at least twice a year¹⁷ use the appropriate reporting scale¹⁸ for student achievement in each subject provided offer parents the opportunity to discuss their child's achievement, effort and behaviour at the school with their child's teachers, twice a year offer parents the opportunity to discuss their child's achievement relative to the performance of their peer group report to the QCAA on students' enrolment and results information in accordance with the Senior Education Profile calendar. 	<ul style="list-style-type: none"> Reporting to parents Queensland Curriculum and Assessment Authority

¹⁶ The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for the child.

¹⁷ Schools are required to use the appropriate OneSchool academic reporting period type.

¹⁸ Refer to [Reporting to parents](#) for the **appropriate reporting scales**.



Minimum requirements for providing the Australian Curriculum in Prep to Year 10 from 2022

The information below elaborates on the minimum requirements for providing the Australian Curriculum in Prep to Year 10 from 2021. Further information for schools, including resources to support the development of [three levels of planning](#)[▲] can be accessed through the [Assessment and Moderation Hub](#)[▲].

Schools provide all eight learning areas of the Prep to Year 10 Australian Curriculum to all students, without exception.

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.

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.

Schools make decisions about how to meet the minimum requirements suitable for their context.

Minimum requirements mean schools:

- 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; and
- may choose to provide more than the minimums, if appropriate to their context.

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.

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 *A Whole school approach to differentiated teaching and learning*.

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.

Schools are required to ensure retention and disposal of three levels of planning records complies with [section 13](#) of the *Public Records Act 2002* (Qld), the departments *Records management manual*[▲], and the *Education and Training Sector retention and disposal schedule*.

[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.

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.

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 Health and Physical Education Humanities and Social Sciences (Learning area achievement standard)	Provide in every semester every year in Years 3 to Year 6.
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.

Recommended time allocations								
Learning areas	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	2	2
The Arts	per band	120 (40 hours per year)			100 (50 hours per year)		100 (50 hours per year)	
	per week	1			1h 15m		1h 15m	
Technologies	per band	60 (20 hours per year)			80 (40 hours per year)		120 (60 hours per year)	
	per week	30m			1		1h 30m	
Languages	per band	120 (40 hours per year)			120 (60 hours per year)		120 (60 hours per year)	
	per week	1			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.



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	per band	160			150
Drama					
Media Arts					
Music					
Visual Arts					
Digital Technologies	per band	160			150
Design and Technologies OR related corporate learning areas/subjects					
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.

Assessment in Prep to Year 10

The information below elaborates on the requirements for both formative and summative assessment. Further information for schools including examples and resources can be accessed through the [Assessment and Moderation Hub](#)[▲].

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 judgments 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.



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.

Task sheets and marking guides are an accountability mechanism for transparency, showing how learning is assessed and how judgments 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:

- 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.

Schools maintain and retain an assessment folio for each student in each learning area and/or subject.

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:

- summative assessment task(s) and student response(s) for each unit;
- related marking guide 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 judgments about student performance for each assessable element and an overall level of achievement; and
- an overall level of achievement at the end of each semester for academic reporting.

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.

Schools use assessment folios to:

- 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 judgment⁵ 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;

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 Manual](#)[▲], and the [Education and Training Sector retention and disposal schedule](#).

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 judgments 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>.



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 period⁶.

Schools monitor student progress against the achievement standards.

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.

Teachers record information about the monitoring tasks, as appropriate, in unit plans.

Schools gather further evidence of student learning progress using monitoring tools to inform ongoing teaching and learning.

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.

Results may be recorded in OneSchool.

Schools 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 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.

Results are available in OneSchool.

Schools administer National Assessment Program sample assessments.

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.

⁶In 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.

A whole school approach to differentiated teaching and learning

The information below elaborates on the requirements for a whole approach to differentiated teaching and learning. Further information for schools including examples and resources can be accessed through the [Assessment and Moderation Hub](#)[▲].

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](#)[▲] 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 processes 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 adjustments³ for students with disability.

These processes include the identification of groups and individuals such as [students with disability](#), [gifted and talented students](#), [culturally and linguistically diverse students](#), including [English as an additional language or dialect \(EAL/D\) students](#)⁴, 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 students who may require tailored supports; or
- for a student new to state schools, gather evidence to identify students who may require tailored supports.

Ongoing inquiry:

- gather relevant data, including responses to formative and 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 statewide supports; and
- consult with parents and the student, where appropriate.

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

Differentiation is considered in all [three levels of planning](#)[▲].

Provision of the whole curriculum plan

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

- in Prep to Year 10, the minimum requirements for providing the eight learning areas and/or subjects of the curriculum;
- 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 offerings; and
- resources (human and financial), learning environments, access to facilities and technologies that support all students to learn and achieve.

¹ **The 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 also includes 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 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 same basis as other students. For more information refer to [NCCD Portal – Disability Standards for Education: A Practical Guide for Individuals, Families and Communities](#).

⁴ More information about supporting culturally and linguistically diverse students including EAL/D students is found on Page 3.

Year and/or band plans

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

- effective coverage of the relevant standards⁵;
- the range and balance of summative assessment and the mode and conditions that enable equitable access for all students⁶;
- the choice of resources that supports delivery of the curriculum are contextually relevant and are inclusive of all perspectives; and
- appropriate pedagogical approaches and practices in relation to the [principles of pedagogy](#): the curriculum; the learning; and the learner.

Unit plans

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;
- alignment of assessment to the curriculum to ensure equitable access for all students;
- adjustments to the teaching and learning sequence, when necessary;
- selection and employment of [effective pedagogical practices and teaching strategies](#) that meet individual learner needs; and
- intentional collaboration with specialists and support staff.

In Prep to Year 10, additional information is available in the [Process for differentiating unit planning](#)[▲] which supports teachers to differentiate unit planning in response to the diverse needs of students in their class, particularly for groups and individuals.

Differentiated teaching 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 summative and formative 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; or
- **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;
- English language support for EAL/D students learning Standard Australian English (SAE);
- 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 monitor 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.

⁵ Standards refers to achievement standards or highly individualised learning expectations for students with a highly individualised curriculum in Prep to Year 10, and the relevant assessment standards in Years 11 and 12.

⁶ In Years 11 and 12, schools follow the advice and procedures of the Queensland Curriculum and Assessment Authority in relation to [assessment processes](#) and [Access Arrangements and Reasonable Adjustments](#).



Intensive teaching is provided in response to the analysis of formative assessment, particularly diagnostic tools and/or monitoring tasks that identify 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; or
- **enrich** the learning of any student who requires particular understandings and/or skills to be addressed in greater breadth.

Intensive teaching may include:

- intensive support with literacy and/or language demands and numeracy demands;
- explicit English language teaching for EAL/D students beginning to learn SAE;
- 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 *Individual Curriculum Plan* 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.

More information about culturally and linguistically diverse students

Culturally and linguistically diverse students, which include students for whom English is an additional language or dialect (EAL/D), may require tailored supports.

Differentiated teaching and learning is required to support students who are learning Standard Australian English (SAE) as a new language, while simultaneously learning the curriculum through SAE. EAL/D learners may require language learning support at key stages of learning as academic language becomes more complex and learning becomes more cognitively demanding.

Student enrolment data provides schools with information about the cultural and linguistic diversity of students and families which informs planning. Accurate enrolment information for culturally and linguistically diverse students is essential for funding purposes⁷.

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 is recorded under Developmental Maps in OneSchool and reviewed every six months.

Providing intensive SAE language teaching for students within their first 12 months of Australian schooling

Intensive SAE language teaching aims to develop sufficient proficiency in SAE to enable EAL/D students to access the curriculum for their age cohort. Schools can provide intensive SAE language teaching for EAL/D students within their first 12 months of Australian schooling. Participation requires consultation with parents⁸ and relevant staff.

For information on academic reporting for students in their first 12 months of Australian schooling, see *Reporting to parents*.

Details of intensive SAE language teaching may be documented in OneSchool in Support Provisions.

⁷ Information about managing student details in the cultural and citizenship tab is available in [OneSchool help](#).

⁸ To maintain effective communication with students and families not proficient in SAE, schools arrange [translating and interpreting services](#). These services can be provided via telephone or face-to-face to ensure equitable access to information and services. Where interpreters are not available, schools carefully consider how to communicate effectively with these students and their families.

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 from 2022* and *A whole school approach to differentiated teaching and learning* before considering the provision of an ICP for a student in Prep to Year 10.

Schools provide an ICP for the small percentage of students who require a different year-level 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 often demonstrate a range of performance on a five-point scale² against achievements standards. However, an ICP is only for those 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.**

The provision of an ICP is for the small percentage of students whose assessment and reporting data 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 year³ level of the curriculum that they are enrolled in.

An ICP is provided so that a student can continue to learn, in an **age-equivalent context**, alongside their similar-aged peers. An ICP enables assessment and reporting against an achievement standard one or more years above or below the student's enrolled year level.

Some students require additional focused and/or intensive teaching or tailored supports **RATHER THAN** the provision of an ICP. These may be students who:

- are experiencing difficulties with aspects of the curriculum due to literacy or numeracy demands;
- are learning English as an additional language or dialect;
- are being provided a part-time program; due to behaviour or disengagement; or are yet to access appropriate aided or unaided augmentative or alternative form of communication suitable to their communication needs.

Schools identify students using consistent school-wide processes.

Schools use consistent school-wide processes to identify students who require an ICP in some or all learning areas, either on 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 the relevant data, particularly responses to summative assessment. ICP decisions are curriculum decisions and are not based solely on formative assessment;
 - 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; and
 - consulting with parents and the student, where appropriate.

A decision-making tool to support consistent processes is available on Page 4.

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 Refer to *Reporting to parents* for the appropriate reporting scales.

³ Years refers to the Australian Curriculum Achievement Standards that are provided in either year levels or bands of years.

Schools, for identified students, develop the appropriate category of ICP, record the decision in OneSchool in the *Student Plan* module under the *Individual Curriculum Plan* component 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; and
- 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 lower achievement standard.
- A different year level partial (DYL—P) category enables some students with intellectual disability⁴ to be assessed and reported against identified portions of a lower achievement standard over a longer period of time.
- A highly individualised curriculum (HIC) category enables some students with intellectual disability to be assessed and reported against individualised learning expectations which are developed across all learning areas and/or subjects using extended levels of the Literacy and/or Numeracy general capabilities⁵.

A detailed description of each of the categories is available on Page 5.

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.

For categories other than a Highly Individualised Curriculum plan (HIC), 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 reports in OneSchool Class Dashboard clearly identify 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 lower achievement standard (or learning expectations for HIC) of the learning area and/or subject assessed;
- a non-editable compulsory statement appears for the individual student on their report; and
- year level comparative data in Academic Reporting will not include ICP results.

Schools are to track and monitor students provided an ICP.

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.

⁴ The student must have a verification in the Education Adjustment Program (EAP) category of intellectual disability or there is other documented evidence of significant limitations in intellectual functioning and significant limitations in adaptive behaviour. Refer to Pages 19 and 20 of [Education Adjustment Program \(EAP\) Handbook](#).

⁵ The [Australian Curriculum: general capabilities](#) must be accessed to ensure accurate curriculum provision for students on a HIC.

Schools review the ICP at the end of each semester.

Since an ICP is developed and endorsed for a semester reporting period only, a review must occur at the end of each semester.

The teacher reviews the latest assessment and reporting data and any additional information documented in the ICP in consultation with the parents and students (where appropriate) to evaluate how the ICP responded to the learning needs of the student. Additional information to review may include:

- learning expectations that reflect the age-equivalent context of the unit;
- content descriptions targeted for explicit teaching;
- focused and/or intensive teaching strategies used;
- evidence used to support ICP decisions;
- information from other relevant stakeholders who contribute to the plan.

Schools monitor each student's ICP while considering the long-term implications.

Monitor each student's progress and achievement while considering 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.

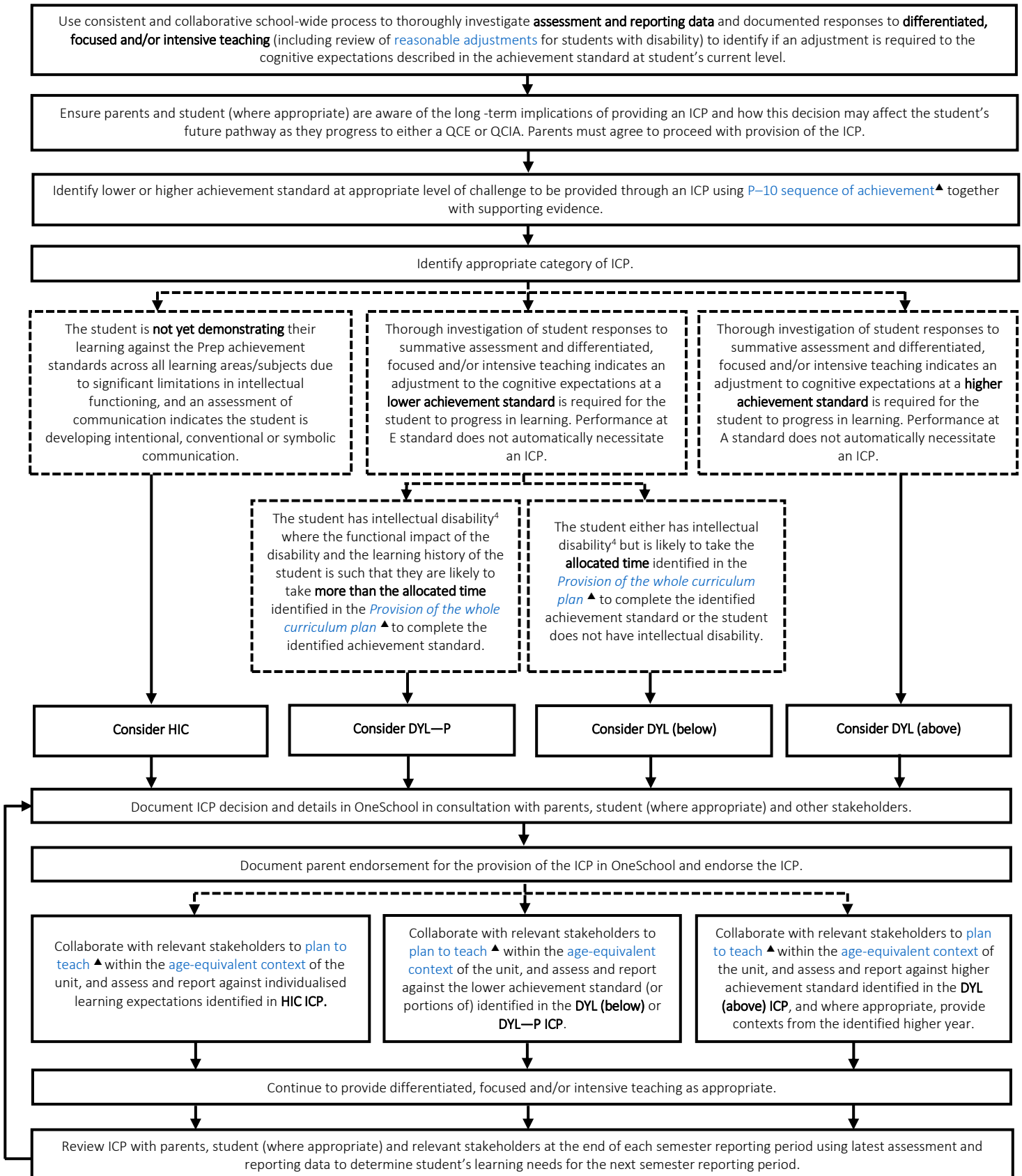
Ensure that every Year 10 student who is on an ICP has completed a [Senior Education and Training \(SET\) plan](#) to prepare for a successful transition to senior secondary, and has had opportunities to review the plan.

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.



Decision making flow chart for an ICP



Categories of ICP

Different year level (DYL)

A DYL of the Australian Curriculum is provided 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 lower achievement standard within the allocated time identified in the *Provision of the whole curriculum plan*[▲].

DYL is selected in OneSchool under the Individual Curriculum Plan component of the Support tab.

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 should be 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 and continuity of learning.

Any decisions and supporting evidence for acceleration are recorded in OneSchool Student Profile.

Different year level – Partial (DYL–P)

A DYL–P ICP is provided to some students with intellectual disability⁴, where the functional impact of the disability and the learning history of the student is such that the student is likely to take **more than** the allocated time identified in the *Provision of the whole curriculum plan*[▲] to complete the identified lower achievement standard.

The DYL–P category enables students to be assessed and reported against identified portions of the lower achievement standard over an extended period of time that complements the student's rate of learning.

DYL–P is selected in OneSchool under Individual Curriculum Plan component of the Support tab.

Highly Individualised Curriculum (HIC)

A HIC is provided to some students with intellectual disability who require intensive teaching that is highly individualised, comprehensive and ongoing (potentially for their entire schooling) focusing on the development of intentional, conventional or symbolic communication. Students are provided with a HIC when they are **not yet demonstrating** their learning against the Prep achievement standards. They access all eight Australian Curriculum learning areas through the extended levels of the general capabilities *Literacy 1a–1d*, and/or *Numeracy 1a*. These extended levels of 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 early literacy skills, with an emphasis on intentional, conventional or symbolic communication and early numeracy skills.

The HIC enables students to be assessed and reported against individualised learning expectations described in the ICP within the age-equivalent context of the unit.

HIC is selected in OneSchool under Individual Curriculum Plan component of the Support tab.

Identifying the appropriate extended level of the Literacy general capabilities for students on a HIC

The Literacy general capabilities have been extended by four levels, Levels 1a–1d which represent the development of early literacy skills with a particular emphasis on communication. The one extended level of the Numeracy general capabilities, Level 1a represents the development of early numeracy skills.

Selection of the appropriate extended level of the Literacy general capabilities is informed by a range of evidence, including the student's learning history, assessment and reporting data and a recent communication skills assessment⁶. Teachers refer to:

- Level 1a of the Literacy general capabilities for students requiring teaching that develops intentional behaviours;
- Level 1b of the Literacy general capabilities for students requiring teaching that develops consistency in intentional communication that is informal (pre-symbolic);
- Level 1c of the Literacy general capabilities for students requiring teaching that develops use of conventional behaviours and/or concrete symbols;
- Level 1d of the Literacy general capabilities for students requiring teaching that develops use of conventional behaviours and/or abstract symbols.

⁶ *Using the Australian Curriculum to meet the learning needs of students with disability: Draft advice for teachers v1* (ACARA, 2012) acknowledges the extended levels of the Literacy general capabilities were adapted from the Communication Matrix (Rowland, C, 1996).



One extended level of the Numeracy general capabilities is available — Numeracy 1a. The skills described in Numeracy 1a assume students communicate with intent, although this does not exclude a student who has a non-intentional level of communication from the numeracy capability; rather the learning focus is placed on communication through the targeted literacy skills.

Literacy Level 1e and Numeracy Level 1b are the learning intended for Australian Curriculum Foundation (Prep) and therefore standard reporting applies for students working at this level. These students are reported against the Prep achievement standards using the reporting scale appropriate for their age cohort. Refer to *Reporting to parents*.

Developing HIC learning expectations

Within the selected Literacy and/or Numeracy level, teachers identify appropriately challenging early literacy and/or numeracy skills for the student to develop across all learning areas and/or subjects in the semester reporting period. These skills are used to develop learning expectations that adjust the learning focus of age-equivalent units.

Learning expectations are individualised for the student for each learning area and/or subject, and describe the:

- specific communication behaviour/s and/or symbol use the student is developing;
- targeted early literacy or numeracy skills for the semester reporting period; and
- age-equivalent context of the unit the student will develop these in.

The targeted literacy and numeracy skills listed in the extended levels of the Literacy and Numeracy general capabilities are examples and are not an exhaustive list of early literacy or numeracy skills a student may develop through their HIC. Schools use assessment data that aligns with the extended levels of the general capabilities to inform the selection of early literacy and numeracy skills.



A whole school approach to pedagogy

The information below elaborates on the requirements for pedagogy. Further information for schools including examples and resources can be accessed through the [Assessment and Moderation Hub](#)[▲].

Pedagogy[▲] is an integral part of **systematic curriculum delivery**[▲], as reflected in the school's **three levels of planning**[▲]. Expert teaching teams employ effective pedagogical practices to differentiate teaching and learning and ensure every student is engaged, challenged, **feels safe to take risks in learning** and supported to develop the knowledge, skills and dispositions necessary to succeed.

Schools monitor or review, and refine a whole school approach to pedagogy in response to assessment and reporting data.

A whole school approach to pedagogy relies on **intentional collaboration**[▲] and a shared understanding and language with which to talk about pedagogy within and across teaching teams. Monitoring or reviewing a whole school approach to pedagogy ideally involves engaging in **cycles of inquiry**[▲] for continuous school improvement. As part of an inquiry, school leaders and teachers engage in a series of activities and professional conversations. They use **assessment and reporting data**[▲] to:

- prioritise a sharp and narrow focus for improving pedagogical practices to align with the schools' improvement agenda and respond to the diverse learning needs of the schools' context, cohorts, classes, groups and/or individual students;
- determine the pedagogical approaches and practices most effective, in relation to the principles of pedagogy (see below);
- employ effective pedagogical practices and high-impact teaching strategies; and
- monitor and measure how effectively the pedagogies employed are working to support students improve in their learning; and whether there is continuous improvement in student academic achievement, wellbeing and engagement.

Schools select and employ effective pedagogical practices using the principles to support improvement in learning and achievement.

In a whole school approach to pedagogy, principles are used to determine the pedagogical approaches, practices and strategies that are most appropriate.

The principles of pedagogy include: the curriculum, the learning and the learner. They are the lens through which pedagogical decisions are made. Decisions should be effective in responding to the diverse learning needs of each student.

Curriculum

Schools support teachers to consider the disciplinary and interdisciplinary nature of the curriculum.

- Identify and employ effective discipline-specific pedagogy in each of the learning areas of the Prep to Year 10 Australian Curriculum¹ and studies undertaken in Years 11 and 12.
- Identify and embed the interdisciplinary skills from the **general capabilities**, **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, surface, deep to transfer learning.
- Identify and employ evidence-informed pedagogical practices and high-impact teaching strategies in relation to how students learn.

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.

- Identify and employ pedagogical practices and high-impact teaching strategies that respond to student needs.
- Identify and employ pedagogical practices leading to successful transitions and achievement of the expected learning.

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.



Moderation processes in Prep to Year 10

The information below elaborates on the requirements for moderation processes. Further information for schools, including resources and professional learning, can be accessed through the [Assessment and Moderation Hub](#)[▲].

Moderation is an integral part of [systematic curriculum delivery](#) and is reflected in the [three levels of planning](#)[▲]. Moderation relies on and helps build a deep understanding of the curriculum¹.

Whole school 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. These processes ensure consistency and accuracy of judgments 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; and
- using data collected through moderation processes for continuous improvement.

Schools use assessment and reporting data to determine the focus of moderation processes.

Schools use [assessment and reporting data](#)[▲], combined with other data sets, 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; and
- units, summative assessment tasks and related marking guides, and/or students' assessment folios.

Schools use a whole school approach to moderation processes to align curriculum, pedagogy, assessment and reporting; and to ensure consistent judgments and accurate reporting against the achievement standards.

Moderation is iterative and cyclical, and supports the alignment between curriculum, pedagogy, assessment and reporting — it ideally takes place at [multiple junctures](#)[▲].

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; and
- award an [overall level of achievement on assessment folios for academic reporting](#)[▲] at the end of each semester, using the appropriate reporting scale².

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;
- review and refine the range and balance of [assessment conventions](#)[▲] and design features of quality summative assessment tasks and related marking guides; and
- 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 judgments and the accuracy of academic reported results.

¹ A requirement of the Australian Government is to provide the Australian Curriculum, in Prep to Year 10 or equivalent. This may include the [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 engage in effective moderation processes.

² The appropriate reporting scales are found in *Reporting to parents*.



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 *State Schools Improvement Strategy 2021-2025* underpins planning for teaching, learning and assessment, ensuring that students are purposefully engaged in learning and experience success.

During junior secondary, students engage in learning that extends them, moving them from concrete to abstract thinking and developing more sophisticated higher order thinking skills. This is developmental and continues into senior secondary.

Year 10 provides students with the foundation to make the best possible choices about their transition to senior studies. During Year 10 schools help students to recognise and build on their strengths and interests, and to identify areas where more support may be needed. Importantly, Year 10 is a time for making informed decisions about 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 commence 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 *P–12 Curriculum, assessment and reporting framework (P–12 CARF)* 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 2022* elaborates on the requirements of the P–12 CARF.

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 P–10 Australian Curriculum it supports them to transition to senior studies. Schools should employ strategies to support students to transition and these may include:

- providing electives in Years 9 and 10 based on 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 content as an introduction to a specific senior secondary subject¹
- providing opportunities to experience assessment techniques from the corresponding senior syllabus, where applicable, and adjusting assessment conditions to be appropriate to the stage of learning
- 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 in Years 11 and 12. A SET plan is based on students' abilities, interests and ambitions so they can work towards achieving their learning goals in Years 11 and 12, and beyond.

The SET plan is a key component of a school's career education program, and maps out a plan of action to put students on track for success in senior secondary, post-school education and work. The plan is developed in partnership with parents/carers and revised during Years 11 and 12.

¹ For example, a school could package the Physical Sciences strand of the Australian Curriculum: Science as an 'Introduction to Physics' unit within their Year 10 Science course.



Reporting to parents

The information below elaborates on the requirements for reporting to parents, which have been informed by the *National Education Agreement*¹.

Academic reporting	<p>Academic reporting involves communicating information to parents, carers and students about student achievement and progress for each learning area/subject undertaken, at a point in time. Reporting builds the school-parent partnership to improve student learning. School reporting processes are clear and transparent for parents, so they understand:</p> <ul style="list-style-type: none"> • 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.
Written reports	<p>Schools use the appropriate template² in OneSchool to complete written reports to parents. These report student achievement for each learning area/subject studied in the reporting period, against the relevant achievement standard. Student effort and behaviour is also reported.</p> <p>Schools choosing to provide additional information on aspects of particular learning areas or subjects can use the comments section of the report for this purpose.</p> <p>In addition to providing written reports at least twice a year, schools offer parents opportunities to discuss their child’s educational performance at the school with their child’s teacher(s). Each school has established procedures in place for parent–teacher interviews.</p>
Comparative reporting	<p>On request from a parent for information about their child’s performance relative to that of other students, the school provides a comparison of the student’s peer group at the school — subject to the privacy of individual students being maintained. This may not be possible for students with an Individual Curriculum Plan.</p> <p>Comparative reporting is available in OneSchool in one of two formats. The choice to either embed the comparison within the report, or attach the comparison at the end of the report, is informed by consultation with the school community.</p>
Reporting in Prep to Year 10 Reporting against what is taught and assessed	<p>For each reporting period, schools report separately on each learning area/subject taught. Students are assessed and reported against the achievement standard for the year/band of years taught. The report represents the student’s level of achievement at the time of reporting. Reporting scales vary across the years of schooling (see Table 2: Reporting scales).</p> <p>Each semester, schools report on student achievement against the aspects of an achievement standard that have been taught and assessed during the reporting period. This on-balance judgement is based on the evidence of student performance in the assessment folio. For students with a highly individualised curriculum plan, report on student achievement against the learning expectations that have been taught and assessed during the reporting period. Refer to <i>Assessment in Prep to Year 10</i> and <i>Moderation processes in Prep to Year 10</i>.</p> <p>At the end of the semester the teacher makes an on-balance judgement about the student’s overall level of achievement against the aspects of the achievement standard assessed; or learning expectations assessed for students with a highly individualised curriculum. This judgement is based on the evidence of student performance in the assessment folio. It takes into consideration the most recent evidence. Year or band plans are created as part of the school’s three levels of planning to ensure students have opportunities to demonstrate their learning against all aspects of the achievement standard and are provided multiple opportunities to demonstrate these aspects, if appropriate.</p>

¹ National Education Agreement affirms the commitment of the Commonwealth, State and Territory Governments of Australia for the provision of student reports to parents by all schools twice yearly.

² Schools are required to use the appropriate OneSchool academic reporting period type.



Reporting is based on evidence	<p>Reports reflect:</p> <ul style="list-style-type: none"> • judgments about the quality of student learning, based on evidence collected during the reporting period; and • the student's most consistent level of achievement with consideration to more recent evidence. <p>The evidence of each student's achievement is collected using a range of assessments aligned to the curriculum. The assessment folio or individual assessment instruments provide the basis for reporting judgments about the student's overall level of achievement in the learning area/subject. Refer to <i>Assessment in Prep to Year 10</i> and <i>Moderation processes in Prep to Year 10</i>.</p>
Reporting uses judgments	<p>Teachers make judgments about the quality of student work in the assessment folio or individual assessment instruments, that is, how well the student has met those elements of the standards that have been taught and assessed during the reporting period.</p> <p>A level of achievement is then awarded using the appropriate reporting scale. Table 1 shows how the naming of reporting scales varies across the years of schooling. Table 2 provides description for each of these scales.</p>
Reporting on students on an Individual Curriculum Plan	<p>Students provided a different year-level curriculum than their age cohort for an entire learning area/subject are assessed and reported against the achievement standards for the year-level curriculum they are taught.</p> <p>Reporting for these students uses the five-point scale specified for their age rather than the scale related to the year level of the curriculum they have been taught, see Table 1.</p> <p>Students on a highly individualised curriculum are assessed and reported against the learning expectation/s identified in their <i>Individual Curriculum Plan</i>. Reporting for these students uses the appropriate two or five-point scale, see Table 1.</p>
Report on students provided intensive SAE language teaching within their first 12 months of Australian schooling	<p>Schools can provide an intensive SAE language teaching program for EAL/D students within their first 12 months of Australian schooling. Participation requires consultation with parents/carers and relevant staff, for example, class teacher, EAL/D specialist teacher, Head of Department–Curriculum or Principal). Intensive SAE language teaching program details are documented in OneSchool's Support Provisions.</p> <p>When reporting, there can be an exemption from the five-point scale reporting requirement if necessary. This responsibility rests with the Principal and in these instances, schools use 'N'³ as the level of achievement in the English learning area and use the comments section of the appropriate OneSchool report card to provide a written statement about the student's learning. For the English learning area, comments reflect English language proficiency levels and progress determined using the <i>Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners</i>.</p> <p>For all other learning areas and/or subjects, comments describe student achievement and improvement with reference to the relevant standards if appropriate.</p>
Reporting in Years 11 and 12	<p>Schools are required to report at least twice yearly on student achievement in QCAA General and Applied Senior Syllabuses, and QCAA Short Courses; or vocational education and training certificates; or the International Baccalaureate, see Table 2.</p> <p>The assessment for the reporting period is outlined in each school's teaching, learning and assessment plan or approved study plan.</p> <p>In Year 12 judgments about the quality of student learning in General and Applied subjects are based upon the summative assessment completed to date.</p>

³ Academic reporting in OneSchool requires a level of achievement to be recorded for the English learning area in each semester.



Reporting scales

Table 1 illustrates how the naming of the reporting scales varies across the years of schooling. **Table 2** provides descriptors for each of these scales.

Table 1: Reporting scales

	Highly individualised curriculum	Prep	Years 1 – 2	Years 3 – 10	Years 11 – 12
Achievement	<p>General capabilities in a learning area context</p> <p><i>1a and 1b Literacy</i></p> <ul style="list-style-type: none"> ▪ Demonstrating ▪ Not yet demonstrating <p><i>1c and 1d Literacy; 1a Numeracy</i></p> <ul style="list-style-type: none"> ▪ Very high ▪ High ▪ Sound ▪ Developing ▪ Emerging 	<p>Australian Curriculum:</p> <ul style="list-style-type: none"> ▪ Applying ▪ Making Connections ▪ Working With ▪ Exploring ▪ Becoming Aware 	<ul style="list-style-type: none"> ▪ Very High ▪ High ▪ Sound ▪ Developing ▪ Support Required 	<ul style="list-style-type: none"> ▪ A ▪ B ▪ C ▪ D ▪ E 	<p>QCAA subjects studied</p> <ul style="list-style-type: none"> ▪ A – E <p>VET</p> <ul style="list-style-type: none"> ▪ Competency Achieved ▪ Working Towards Competency ▪ Competency Not Achieved <p>International Baccalaureate</p> <ul style="list-style-type: none"> ▪ 1 – 7 Scale ▪ On exit, Year 12 students are only awarded a subject result.
Effort and Behaviour	<ul style="list-style-type: none"> ▪ Comments reflect learning expectations. 	<ul style="list-style-type: none"> ▪ Comment only 	<ul style="list-style-type: none"> ▪ Very High ▪ High ▪ Sound ▪ Developing ▪ Support required 	<ul style="list-style-type: none"> ▪ Excellent ▪ Very good ▪ Satisfactory ▪ Needs attention ▪ Unacceptable 	<ul style="list-style-type: none"> ▪ Excellent ▪ Very good ▪ Satisfactory ▪ Needs attention ▪ Unacceptable <p>Effort and behaviour are not reported at exit</p>



Reporting scales

Table 2: Description of reporting scales

<p>Reporting scales for students on a Highly individualised curriculum</p>	<p>For students using General capabilities Literacy levels 1a – 1b in a learning area context use the following two-point scale:</p> <p>Demonstrating - The student demonstrates the expected learning consistently in familiar situations.</p> <p>Not yet demonstrating - The student does not yet demonstrate the expected learning consistently in familiar situations.</p> <p>For students using General capabilities Literacy levels 1c – 1d and Numeracy level 1a in a learning area context use the following five-point scale:</p> <p>Very high The student has a thorough understanding of the expected learning and can apply this in both familiar and new situations.</p> <p>High The student has a clear understanding of the expected learning; can apply this in familiar situations and is beginning to apply in new situations.</p> <p>Sound The student understands the expected learning and can apply this in familiar situations.</p> <p>Developing The student understands aspects of the expected learning and can apply this in some familiar situations.</p> <p>Emerging The student has a basic understanding of the expected learning and is beginning to apply this in familiar situations.</p>
<p>Prep reporting scales</p>	<p>The Prep year has been recognised as the first year of schooling in Queensland since 2012. Prep is equivalent to the Foundation year (F) of the Australian Curriculum. Use the following five-point scale to report student achievement in Prep in the Australian Curriculum:</p> <p>Applying (AP) Evidence in the student's work typically demonstrates a depth of conceptual understanding and a sophistication of skills from the standard that are able to be transferred to new situations.</p> <p>Making Connections (MC) Evidence in the student's work typically demonstrates that they are making connections with the conceptual understandings and skills from the standard and are beginning to transfer them to new situations.</p> <p>Working With (WW) Evidence in the student's work typically demonstrates that they are working with the conceptual understandings and skills from the standard and are able to apply them in familiar situations.</p> <p>Exploring (EX) Evidence in the student's work typically demonstrates that they are still developing the required conceptual understandings and skills from the standard and are beginning to apply them in familiar situations.</p> <p>Becoming Aware (BA) Evidence in the student's work typically demonstrates an awareness of the required conceptual understandings and skills from the standard and these can only be applied with support.</p> <p>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. An 'N' is used only when there is insufficient evidence to make a judgment about their achievement in the reporting period. This usually occurs when the student has recently arrived in the school or they have had extended absences.</p>



Years 1 – 2 reporting scales	<p>Use the following five-point scale to report student achievement in Years 1 – 2:</p> <p>Very High Evidence in the student's work typically demonstrates a very high conceptual understanding and application of skills from the standard that are able to be transferred to new situations.</p> <p>High Evidence in the student's work typically demonstrates a high conceptual understanding and application of skills from the standard and that these are beginning to be transferred to new situations.</p> <p>Sound Evidence in the student's work typically demonstrates sound conceptual understandings and skills from the standard and that they are able to apply them in familiar situations.</p> <p>Developing Evidence in the student's work typically demonstrates that they are still developing the required conceptual understandings and skills from the standard and are beginning to apply them in familiar situations.</p> <p>Support required Evidence in the student's work typically demonstrates the need for additional support. Conceptual understandings and skills from the standard can only be applied with support.</p> <p>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. An 'N' is used only when there is insufficient evidence to make a judgment about their achievement in the reporting period. This usually occurs when the student has recently arrived in the school or they have had extended absences.</p>
Years 3 – 10 reporting scales	<p>Use the following five-point scale to report student achievement in Years 3 – 10:</p> <p>A Evidence in the student's work typically demonstrates a sophistication of conceptual understandings and skills from the standard that are able to be transferred to new situations.</p> <p>B Evidence in the student's work typically demonstrates a developing sophistication of conceptual understandings and skills from the standard and these are beginning to be transferred to new situations.</p> <p>C Evidence in the student's work typically demonstrates that they have developed the required conceptual understandings and skills to meet the standard and are able to apply them in familiar situations.</p> <p>D Evidence in the student's work typically demonstrates that they are still developing the required conceptual understandings and skills from the standard and are beginning to apply them in familiar situations.</p> <p>E Evidence in the student's work typically demonstrates that they have not yet developed the required conceptual understandings and skills to meet the standard and can only apply them in scaffolded situations.</p> <p>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. An 'N' is used only when there is insufficient evidence to make a judgment about their achievement in the reporting period. This usually occurs when the student has recently arrived in the school or they have had extended absences.</p>
Years 11 – 12 reporting scales	<p>Use the A–E scale to report to parents on student achievement in QCAA General and Applied Senior Syllabuses, and QCAA Short Courses studied in the reporting period.</p> <ul style="list-style-type: none"> Schools providing the International Baccalaureate have the option to report to parents using a 1 – 7 scale. Report achievement in competency-based Vocational education and training units of competency using the standard competency-based ratings of: Competency Achieved, Working Towards Competency or Competency Not Achieved. Report on effort and behaviour using Excellent, Very good, Satisfactory, Needs attention, Unacceptable. On exit, Year 12 students are only awarded a subject result.

