P–12 curriculum, assessment and reporting framework
Statement of intent

The P–12 curriculum, assessment and reporting framework specifies the requirements for each Queensland state school for delivering the curriculum for Prep to Year 12 from 2013.

The framework is accompanied by Policy statements. Together these establish expectations for Queensland state schools to deliver a quality curriculum that optimises learning for all students from Prep to Year 12.

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

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

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

The following requirements for Queensland state schools for curriculum provision, assessment and reporting to parents are mandatory.

This framework applies to Queensland state primary, secondary and special schools from Prep to Year 12.

1.1 Curriculum to implement

Schools:

a) Continue implementation of the Australian Curriculum for English, Mathematics and Science and commence History — for all students in Prep to Year 10. Implementation involves teaching, assessment and reporting.

b) Implement the Queensland curriculum for Prep to Year 10, as listed below:
   - Queensland Early Years Curriculum Guidelines (Queensland Studies Authority) in relation to Social and personal learning, Health and physical learning, and Active learning processes in Prep.
   - Queensland Curriculum, Assessment and Reporting (QCAR) Framework Essential Learnings in Years 1 to 9 for Studies of Society and the Environment, Technology, Health and Physical Education and the Arts. In Years 8 and 9 schools are required to address the Essential Learnings in one or more of the Arts.
   - QCAR Framework Essential Learnings for Languages mandated in Year 6, 7 and 8 as specified in Mandatory Languages in Years 6, 7 and 8.
   - Languages in year levels other than Years 6–8 are provided based on the needs of the students and the local community and as specified in Mandatory languages in Years 6, 7 and 8 — information for schools.
   - A program for Year 10 informed by the Year 10 guidelines (Queensland Studies Authority), incorporating the available Australian Curriculum.

Schools implement Australian Curriculum: History and three strands of Studies of Society and Environment (SOSE): Place and space, Political and economic systems and Culture and identity. This involves no additional curriculum development. EQ schools report on these three strands as SOSE.

2. Those schools which choose an Aboriginal or Torres Strait Islander language for their provision of the mandatory Languages in Years 6, 7 and 8, must do so by implementing the Queensland Studies Authority Aboriginal and Torres Strait Islander Languages syllabus — informed by the Aboriginal and Torres Strait Islander Languages — Information for Principals.
h) Ensure all students in Years 11 and 12 have a program of learning that meets the requirements of the Queensland Studies Authority: Queensland Certificate of Education (QCE), a Queensland Certificate of Individual Achievement (QCIA), or an International Baccalaureate Diploma.

i) Where vocational qualifications are provided, meet the requirements of nationally endorsed training packages.

j) Use information and communication technologies to enhance student learning in the required curriculum.

1.2 School curriculum plans to develop

Schools:

a) Develop and maintain school curriculum, assessment and reporting plans at whole-school level, year level and unit level which address all learning areas.

b) Adopt or adapt Curriculum into the Classroom (C2C) materials or refer directly to the Australian Curriculum in developing these plans for English, Mathematics, Science and History in Prep to Year 10.

1.3 Providing the curriculum

Schools:

a) Enact a pedagogical framework, in conjunction with state and regional requirements.

b) Provide school curriculum informed by student performance data to support the continuous improvement of student achievement.

c) Differentiate teaching to enable students to achieve the learning specified for their year level — as specified in Policy statement: Curriculum provision to students with diverse learning needs.

d) Collaboratively develop Individual Learning Plans for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas for the reporting period — as specified in Policy statement: Curriculum provision to students with diverse learning needs.

e) Provide for students with learning support needs — as specified in Policy statement: Curriculum provision to students with diverse learning needs.

f) Provide for students with disability — as specified in Policy statement: Curriculum provision to students with disability.

g) Provide for gifted and talented students — as specified in Policy statement: Curriculum provision to gifted and talented students.

h) Provide for students learning English as an additional language or dialect (EAL/D) by:

- identifying and monitoring their development of English language proficiency using the Queensland Bandscales for EAL/D Learners
- supporting their learning — as specified in Policy statement: Curriculum provision to students with diverse learning needs.

i) Develop Aboriginal and Torres Strait Islander perspectives:

- through embedding the Australian Curriculum cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures in all learning areas, with a strong but varying presence depending in the relevance to the learning area
- by taking a localised approach in line with Embedding Aboriginal and Torres Strait Islander Perspectives in Schools.

j) Develop a school homework policy in consultation with the school community — as specified in Policy statement: Homework.
2 Assessment

2.1 Assessment
Schools:

a) Provide quality classroom assessment aligned to the curriculum — as specified in Policy statement: Assessment.

b) If using or modifying C2C materials, adopt or adapt C2C assessments for English, Mathematics, Science and History — in Prep to Year 10 to align with content descriptions and the required achievement standards.

c) Identify and minimise barriers that prevent students demonstrating what they know, understand and can do. This may involve special provisions in the conditions of assessment — as specified in Policy statement: Assessment.

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

e) Administer other national assessments which include the cyclical three-year program of sample assessment in Science, Civics and Citizenship, and ICTs in Years 6 and 10. (This applies only to those schools selected as sample schools.)

f) Administer diagnostic assessments in the early years (P–2) as required.

g) For senior assessment and certification:
   - Implement Queensland Studies Authority processes and meet the assessment requirements specified in Senior syllabuses, Study area specifications, Vocational education and training certificates within the Australian qualifications framework, and for the Queensland Certificate of Individual Achievement (QCIA) for those students for whom it is appropriate.
   - Register all students with the Queensland Studies Authority in the year before they turn 16 (or before the student completes Year 10, whichever occurs first) to open an individual learning account.
   - Supply the Queensland Studies Authority with students’ enrolment and results information for students’ learning accounts.
   - Administer the Queensland Core Skills Test to eligible students.

2.2 Making judgments about student performance
Schools:

a) Use a range of evidence of student learning to assess student achievement and monitor student progress — as specified in Policy statement: Assessment.

b) Judge the quality of each student’s achievement using the following standards:
   - F (Prep) to 10 the Australian Curriculum achievement standards for English, Mathematics, Science and History
   - Prep learning statements for Social and personal learning, Health and physical learning and Active learning processes (as described in the Early Years Curriculum Guidelines and accompanying Phase Descriptors)
   - Years 1 to 9 the QCAR Framework Standards for: Studies of Society and the Environment, Health and Physical Education, Technology and the Arts
   - Years 4 to 9 the QCAR Framework Standards for Languages (Languages are mandated in Years 6 to 8)
   - each learning area in the Queensland Studies Authority Year 10 Guidelines (other than English, Mathematics, Science and History)

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2 Only strands: Place and space, Political and economic systems and Culture and identity.
- Years 11 and 12 syllabus exit standards
- the units of competency in nationally endorsed training packages and nationally accredited vocational education and training courses.

c) Make an on-balance judgment across a range and balance of assessments to award an overall level of achievement — as specified in Policy statement: Assessment.

d) Plan to support consistency in teacher judgments and comparability of reported results through practices such as moderation — as specified in Policy statement: Assessment.

e) Comply with Queensland Studies Authority procedures for moderation and certification for Years 11 and 12.

### 3.1 Reporting

In Prep–Year 12, schools:

a) Complete the appropriate report format in OneSchool to issue a written report to parents twice yearly — on the learning area/subjects studied in the reporting period.

b) Use the five-point scale nominated for the year level, to report student achievement in each learning area studied — as specified in Policy statement: Reporting to parents.

c) On request from a parent show the student’s achievement, in the learning areas and subjects studied, relative to that of other students in their peer group at the school (that is the number of students in each of the five achievement ratings). This is subject to the privacy of individual students being maintained.

d) In Prep, points b) and c) above apply only to reporting on the Australian Curriculum English, Mathematics, Science and History. In addition Prep teachers use comments to report on student achievement in the Early Years Curriculum Guidelines learning areas: Social and personal learning, Health and physical learning and Active learning processes.

e) Report on Effort and Behaviour as specified in Policy statement: Reporting to parents.

f) For students who were provided a different year-level curriculum than their age cohort for the reporting period — in one or more learning areas, as documented in the Individual Learning Plan — use the Variations to Reporting tab in the OneSchool SER module. In the comments section of the report indicate the particular year level curriculum that the student has been provided for the learning areas and subject(s) during that reporting period. (This provision will have been previously negotiated with parents. See Policy statement: Curriculum provision to students with diverse learning needs.)

g) For students learning English as an additional language or dialect (EAL/D) in their first 12 months of Australian schooling, there can be an exemption from the 5-point scale reporting requirement if necessary. For these students, reports are to contain a written statement about the student’s:
- English language proficiency against the Bandscales for EAL/D learners
- achievement in the learning areas of the Australian Curriculum and the Queensland curriculum if appropriate.

h) Offer parents the opportunity, twice a year, to discuss their child’s educational performance at the school with their child’s teachers.

i) Report to parents on their child’s results in Years 3, 5, 7 and 9 national tests as provided by the Queensland Studies Authority.

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