**Years 1–10 Curriculum Framework for Education Queensland Schools
Policy and Guidelines
A framework for the future**

A note for the reader about sequencing of pages: In the sections that contain policy *and* guidelines, the policy statement appears on the right-hand page. The accompanying guidelines, which are to be read after, or in conjunction with, the policy statement, appear on the left-hand page.

Implementation of the New Basics Framework, in its entirety (that is, four curriculum organisers, 20 productive pedagogies, and 20 rich tasks as outcomes over nine years, moderated teacher assessment of student performance on rich tasks, and standardised reporting format at key junctures), is also an educationally defensible and viable way for trial schools to provide opportunity for students to demonstrate the core learnings as described in this policy.

Foreword

I am pleased to forward to you a copy of the *Years 1–10 Curriculum Framework for Education Queensland Schools.* This document signifies clearly a new era in teaching and learning for Education Queensland schools. One of the cornerstones of *Queensland State Education — 2010* (*QSE—2010*) is to develop a curriculum for the future; as such, the framework offers us all a clearer focus on the skills needed to maintain Queensland's role as the Smart State.

The release of the framework also heralds a fundamental reform strategy in the area of teaching and learning for Education Queensland students. This reform strategy is embedded in the findings and recommendations of the Queensland School Reform Longitudinal Study (QSRLS) and is consistent with the objectives of *QSE—2010*. I am confident this long-awaited framework will position Education Queensland schools at the forefront of national and international curriculum reform.

For the first time, Education Queensland teachers will have a framework that is flexible and responds to the challenge of preparing students to participate and communicate in new and complex social, cultural and economic futures. I recognise that many schools are already undergoing significant and exciting curriculum reform processes of their own undertaking, and this document will seek to underpin and align those processes. Not only will the framework provide a strong focus on quality but also will encourage you to unlock your own skills to maximise student learning outcomes.

The Curriculum Framework provides school communities with the structure to build education programs which optimise student opportunities to demonstrate future-oriented knowledges and skills that are responsive to local needs. As an important part of the continuing dialogue, a taskforce, with expert and stakeholder representation, is being established to provide a robust and rigorous assessment and reporting framework agreeable to all stakeholders. The taskforce is an essential link to the reform agenda.

I wish you well in your deliberations with the document as you continue the important work of implementing *QSE—2010* strategy to achieve the best for our students.

Jim Varghese
Director-General of Education

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Preamble

The *Years 1–10 Curriculum Framework for Education Queensland Schools* heralds a new era in teaching and learning for a 'Smart State'. *Queensland State Education — 2010* (*QSE—2010*) responds to the challenge of preparing students to shape and participate in new and complex social, cultural and economic futures by setting two major goals, which are:

- to provide quality educational experiences and ensure quality outcomes for all students;
- to raise the completion rate of Year 12 or its equivalent to 88 per cent of students.

Both of these goals involve all schools. The new Curriculum Framework assumes an increasing trend for productive dialogue across all years of schooling in their networks—actual and virtual—as they construct their educational programs.

The Curriculum Framework is a living document. It will change over time as the legislative context of the statutory bodies that shape curriculum development evolves. There will also be changes that reflect our constituencies' responses to the enacted framework. Such changes are necessary as we build the capability of schools and their communities to develop exciting learning programs that assure students a transition to productive adult life pathways.

Purpose

The purpose of this Curriculum Framework is to provide the structure around which schools can build education programs. These education programs will optimise student opportunities to demonstrate knowledges and skills designated as being important for them to engage with changing futures.

In describing the curriculum requirements for all Education Queensland schools, the Curriculum Framework provides the structure that will allow schools to achieve the curriculum objectives of *QSE—2010*. It recognises and enables schools to respond to the geographical and cultural complexity and diversity of Queensland, ever mindful of the drive to regenerate and revitalise Queensland communities outside the south-east corner of the State.

The Curriculum Framework facilitates the emergence of schools as learning organisations in learning communities, each with its own way of combining relevant approaches to school organisation, curriculum, teaching and learning within the context of school-based management and differentiation. It provides the scope for schools and their communities to respond in innovative ways to the needs of learners situated in the local community and, at the same time, engage with global realities.

School curriculum plans that give substance to this framework will:

- increase intellectual engagement and relevance in Years 1–10;
- strengthen learning and teaching in the middle years of schooling;
- conceptualise and develop multiple pathways through school into changing workforces and tertiary studies;
- engage with relevant futures scenarios and technologies.

It is important to note what this document is and is not. It is a *framework*. It is *not* a syllabus or a collection of syllabuses. Nor is it a prescriptive program of work. It defines the approach to core learnings and associated pedagogy, assessment and reporting that is required for all students in Education Queensland schools in Years 1–10 at the beginning of the 21st century. In particular, it links system-wide requirements to syllabuses developed by the Queensland School Curriculum Council (QSCC).

Context

The partnerships that educators establish with learners, parents/carers, families and communities, are crucial for the progress of learners and the future of Queensland. Education Queensland is committed to preparing students for the challenges of a changing society, through dynamic curriculum and sound pedagogy.

The policies within this Curriculum Framework were developed in recognition of a number of contemporary initiatives involving curriculum reform and renewal. It has been written in the context of:
- current legislative requirements—Education Act and Provisions;
- Queensland Government's 'Smart State' initiative;
- *Queensland State Education — 2010*;
- UNESCO report *Learning: The Treasure Within* (Delors Report), which calls for the creation of an international education community working together;
- Education Queensland's agreement to the *Adelaide Declaration on National Goals for Schooling for the Twenty-First Century* (1999);
- Education Queensland's commitment to differential approaches to school-based management;
- development of outcomes-based Years 1–10 syllabuses by the Queensland School Curriculum Council;
- New Basics Trial (Phases I and II);
- the suite of systemic and external assessment requirements—for example, Year 2 Diagnostic Net, Years 3, 5 and 7 Literacy and Numeracy Testing Program, Year 10 Certificate;
- special initiatives for target groups of students—Students with Disabilities Action Plan, Partners for Success;
- building school capacity for curriculum leadership and development through alliances—Learning and Development Foundation, Literacy Development Centres, Quality Teaching Program, and Science, Maths & IT Centres of Excellence;
- key messages from OECD reports, especially those referring to regional and community development;
- *Literate Futures: Report of the Literacy Review for Queensland State Schools*.

Because they are central to understanding the context in which this policy document is set, the following are assumed pre-readings:
- *Queensland State Education — 2010*, 'Objectives and strategies', p. 15;
- *New Basics—Curriculum Organisers*, 'Comparisons with other curriculum organisers', p. 7.

Guiding values and principles

The design of this Curriculum Framework was guided by the following set of values and principles about curriculum planning and delivery.

Education as a social investment
The central purpose of schooling in Queensland—that is, to prepare young people to be active citizens in a learning society—is served by equipping students with the skills and knowledges—cognitive and cultural, social and linguistic—that have power and salience in the world.

Balanced responsibilities
Moving the locus of control for decision making towards communities and schools and away from Central Office requires that equilibrium be established between school-based management and system-wide mandate. The acceptance of appropriate and corresponding levels of accountability accompanies this.

Ideal school environments
For students to flourish and become active and reflective Australian citizens with a disposition for lifelong learning, schools must be safe, accepting and disciplined environments.

Futures-oriented curriculum
In deciding what to include in the curriculum, greater value is placed on the knowledges, understandings and skills that will equip students to engage with the future. Networked learning communities enhance a futures orientation.

Differentiation
A creative and flexible educational response to the needs of students (individuals and groups) places a premium on diversity, flexibility, and building the social capital of communities.

Accountability
It is possible to demonstrate the match between a curriculum plan and its results to government, communities, parents/carers and students in a clear and comprehensible way.

High expectations for student achievement and teacher/school development
As learning organisations, schools embrace a culture of high expectations for optimal student learning outcomes, supported by teachers' continuous professional development.

Teacher professionalism
Teachers are empowered through school-based decision making in areas such as curriculum planning and assessment, and by being connected with learning and development opportunities.

Knowledgeable community
A shared understanding of the theory and practice of curriculum, pedagogy and assessment promotes student learning and delivers consistent assessment of student achievement.

School curriculum plan guidelines

a. In producing their curriculum plans, schools may choose their own **format**. The plan is to be a living document, occasionally updated to reflect periodic reviewing and to maintain currency in dynamic contexts. A range of curriculum plans will be made available to schools by Central and District Offices.

b. In developing curriculum plans that give substance to the policy guidelines, schools need to respond to four key **challenges**:
   - to increase intellectual engagement and global and local connectedness across Years 1–10;
   - to improve teaching and learning, especially in the middle years of schooling;
   - to conceptualise and develop multiple pathways through school into changing workforces and tertiary studies;
   - to engage with relevant futures scenarios and technologies.

c. Schools have the **flexibility** to organise, schedule and deliver core outcomes in ways that meet the needs of their students and the demands of their school community. Some schools may develop a plan that integrates outcomes from different learning areas into units of work. Others may integrate the outcomes into traditional subjects, or in ways that consider transdisciplinary learnings such as higher-order thinking, literacy, social skills and active citizenship.

d. It should be noted that there is an **overlap of outcomes** in some key learning area (KLA) syllabuses.

e. To achieve the desired outcomes for students, **teachers** may need to work collaboratively in teams across learning areas and develop strong links with their communities.

f. Although the core learnings (and associated pedagogy, assessment and reporting) must occupy a central position within the school curriculum, a school is free to introduce **other curriculum offerings** to meet the differentiation and specialised needs of its education community.

g. In its planning, a school should consider the **diverse pathways** that students may take through Years 11 and 12 — for example, by:
   - introducing at Level 6 some discretionary outcomes that are pertinent preparation for a senior Board subject;
   - planning for students to demonstrate Level 6 outcomes partway through Year 10 and using the remainder of the year as preparation for Years 11 and 12, whether for Board subjects or vocational education and training.

h. To enable all students to access the curriculum, including students with disabilities, gifted and talented students and students from non-English-speaking backgrounds, **specialised methodologies** and support may be needed. Students from non-English-speaking backgrounds, for example, may need translating and interpreting services. The Office of Education Services is well positioned to provide advice on support that is available.

School curriculum plan policy

A **school curriculum plan** gives details of the what, when and how of the teaching–learning process in a particular school across the different years and stages of schooling.

QSE–2010 calls for an integrated framework for curriculum, pedagogy and assessment. Together with reporting, these are the **elements** of this Curriculum Framework, although curriculum content is expressed in terms of core learnings (the title of a separate section) and pedagogy (also the title of a separate section) appears in the list of elements as teaching strategies.

The school makes these decisions in consultation with its community and is supported through district and wider networks, actual and virtual.

Increasingly, schools are becoming sites of diversity. It is, therefore, important for schools to recognise and represent this in school-wide and classroom practices.

Further information on these requirements can be found in the 'Roles and responsibilities' section.

1. Each school will develop its own **school curriculum plan**.

2. The school curriculum plan will detail the school's curriculum offerings in terms of the following **elements**:
   - core learnings;
   - teaching strategies;
   - utilisation and development of a range of assessment devices;
   - reporting on student progress and achievement.

3. The school will decide how to organise, schedule and deliver all elements of the school curriculum plan.

4. The school curriculum plan will reflect and respond to the educational needs of all students.

5. The school curriculum plan will be approved in accordance with current systemic requirements for school-based management.

Core learnings guidelines

i. Syllabuses developed by QSCC are organised around outcome levels *typically* relating to year levels as follows:
    - Students demonstrating Level 2 outcomes are at the end of Year 3.
    - Students demonstrating Level 3 outcomes are at the end of Year 5.
    - Students demonstrating Level 4 outcomes are at the end of Year 7.
    - Students demonstrating Level 6 outcomes are at the end of Year 10.

    It is important to note that these parallels are intended as a guide only and should not restrict the parameters of learning experiences available to students.

    The selection of content and contexts that provide a vehicle for demonstration of outcomes is a school-based decision. The 'core content' in some QSCC syllabuses provides content and contexts for schools to consider.

j. The key learning area outcomes are used in planning to ensure that the full intent of the key learning area is realised and developed over Years 1–10.

k. Core learning outcomes should form the basis of **curriculum planning**. Outcomes are the starting-point for decisions about appropriate student learning experiences. Learning experiences may enable student demonstration of outcomes from within strands, across strands and across key learning areas. Learning experiences in a particular period should enable students to demonstrate the core learning outcomes planned for that period as indicated in the school curriculum plan.

l. **Planning should take into account the developmental needs of students**. Planned learning experiences should enable students to demonstrate understanding at a level appropriate to their development. When planning for outcomes, it is necessary to plan for those students in the cohort who need more time than others to develop the knowledges and skills to demonstrate an outcome, and to plan for those students who are ready to demonstrate the outcomes at a higher level.

    It is envisaged that the plan for **Years 1–7** will emphasise outcomes from Foundation Level to Level 4 (while recognising the need to provide additional learning opportunities for students who may demonstrate understandings at higher levels). The plan for **Years 8–10** will emphasise core learning outcomes for Levels 5 and 6 (but also recognise the need to provide additional learning opportunities for students who have not yet demonstrated Level 4 outcomes and those able to demonstrate understandings at Beyond Level 6).

    In schools with **students with disabilities**, the school curriculum plan should emphasise outcomes from Foundation Level to Level 6 as appropriate to the needs of each student. Individual short-term goals should be identified through the Individual Education Plan (IEP) process and linked to the school curriculum plan.

m. In the context of an outcomes approach, it is not necessary to **specify associated time**. Syllabus development, however, was guided by estimates of minimum time needed to provide students with opportunities to demonstrate the core learning outcomes. Indicative times are available in each individual QSCC syllabus.

(continued)

Core learnings are the knowledges, understandings and skills deemed to be essential for all students. This policy describes the core learnings for Education Queensland schools. Schools may elect to include other learnings in their curriculum plans.

An outcomes approach to education defines the end products (or **outcomes**) of an education process rather than its inputs.

Key learning areas (KLAs) are examples of curriculum organisers. They represent one of a number of ways of depicting the curriculum (or emphasis therein) to focus teaching and learning.

The Australian Education Council (in 1991) and the Queensland School Curriculum Council (QSCC) (in 1997) adopted eight KLAs: English, Health and Physical Education, Languages other than English, Mathematics, Science, Studies of Society and Environment, Technology, and The Arts. The belief that these eight KLAs could effectively encapsulate the range of desirable learnings offered in schools Australia-wide was affirmed in the Adelaide Declaration (MCEETYA, 1999).

Key learning area outcomes are outcomes unique to a particular KLA in terms of the knowledges, practices and dispositions that should be developed by students who engage in that KLA. Typically, any one KLA has six to eight such outcomes.

Strands are groupings of the concepts in each of the eight KLAs.

Core learning outcomes (CLOs) or essential learnings are what students should know and be able to do as a result of planned learning experiences.

Levels are points along the developmental continuum of student learning. The QSCC syllabuses identify eight levels: Foundation Level, Levels 1–6, and Beyond Level 6 (listed in order of increasing sophistication and complexity of learning outcomes).

6. The school curriculum plan will describe how the **core learnings** are to be organised, scheduled and delivered.

7. All students will be provided with opportunities to learn what they have to know and be able to do in order to demonstrate core learning **outcomes**.

8. Core learnings for all students will be **key learning area outcomes** and **core learning outcomes** for all **strands** in all **key learning areas** as described in syllabuses developed by the Queensland School Curriculum Council within the following parameters:

    -   Years 1–10 syllabuses for English, Health and Physical Education, Mathematics, and Science, from Foundation Level to at least Level 6;

    -   Years 1–10 syllabus for Studies of Society and Environment from Foundation Level to at least Level 6, with the proviso that, at Levels 5 and 6, programs may be based on the optional subject syllabuses for History, Geography or Civics;

    -   Years 1–10 syllabus for The Arts from Foundation Level to at least Level 6, with the proviso that, in Years 8–10, programs may be based on study in one or more strands;

    -   Years 1–10 syllabus for Technology from Foundation Level to at least Level 6, with the proviso that, in Years 8–10, programs may be based on the Technology Practice strand and one other strand;

    -   relevant levels from the relevant Years 4–10 syllabus for one of the Languages other than English during Years 6–8, in accordance with current departmental policy;

Core learnings guidelines (continued)

n.   In **The Arts**, in Years **1–7**, students should be provided with the opportunity to demonstrate core learning outcomes in all five strands; in Years **8–10**, all core learning outcomes in one or more strands.

o.   Support **materials** available to assist an outcomes approach to education include:
- Curriculum Exchange (http://education.qld.gov.au/tal/curriculum_exchange/)
- Initial in-service materials and sourcebooks for each key learning area (QSCC)
- Professional development and training modules (EQ)
- An outcomes approach to assessment and reporting (QSCC)
- Outcomes approach to education (ACSA)

Core learnings policy (continued)

- Years 8–10, subject area syllabuses for Agriculture, Business, Home Economics, Industrial Technology and Design, and Information and Communication, which include (and therefore can be used as a vehicle for students to demonstrate) core learning outcomes from a range of KLAs—for example, Technology, Studies of Society and Environment, and Health and Physical Education;

- for students with special needs, core learning outcomes at the Foundation Level in all KLAs, with the core learning outcomes developed by Education Queensland.

This requires a **recording** system that is adaptable, easily managed, efficient in terms of school data collection, and capable of providing easy access to individual or group data on student demonstration of core learning outcomes in any KLA in any period. Reasons for accessing the records might include school–parent reporting, reporting on mobile students, systemic reporting, and research.

9. Individual schools will maintain, for each student in the school, a comprehensive, accurate and up-to-date **record** of the core learning outcomes demonstrated by that student.

Pedagogy guidelines

p. Effective **pedagogy**, incorporating an **array of teaching strategies** that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, should be implemented across all key learning and subject areas. Effective pedagogical practice promotes the wellbeing of students, teachers and the school community—it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.

q. Engaging in new and possibly different pedagogical practice can be supported by the creation of a **networked learning community**. A supportive network is required where, as professionals, we learn together and share experiences to broaden, deepen and evaluate our array of teaching strategies. As for student learning, teacher learning should be based on intellectual engagement, connectedness, supportive environments and recognition of difference.

r. **Intellectual quality** is promoted by developing, for example, higher-order thinking, deep understanding, deep knowledge, substantive conversations, critique of knowledge, and foregrounding aspects of language, grammar and technical vocabulary.

s. Authentic and powerful pedagogy focuses on identifying, analysing and resolving immediate challenges in learners' worlds. It should be demonstrably **connected** to their worlds, and enable them to analyse, theorise and intellectually engage with those worlds. A relevant curriculum typically ranges across diverse fields, disciplines and paradigms, connects with students' background knowledge, connects to real-life contexts, and focuses on identifying and confronting real-world challenges.

t. When pedagogical practice promotes **supportive social environments**, it enables students to have a say in the pace, direction and outcomes of the lesson, provides a supportive, positive environment, ensures that students are engaged and on-task, makes explicit the criteria for judging student performance, and encourages student behaviour that is self-regulatory.

u. When pedagogical practice **recognises difference**, it brings into play diverse cultural knowledges, makes deliberate attempts to increase the participation of all students of different backgrounds, builds a sense of community and identity, and attempts to foster active citizenship in all students.

v. In and of itself, information technology (IT) will not improve student outcomes. It should be accompanied by pedagogical practice that is, amongst other things, problem-based, relevant and critical. IT should be used to produce new and relevant information—not just used in information reproduction. Old technologies are not made redundant by the **new technologies**. Rather, there is a need to blend old and new.

w. Further **readings**, including the *New Basics Project Technical Paper* (Education Queensland 2000), are listed at the end of this document.

Pedagogy policy

Pedagogy is the art of teaching.

Effective teachers use an **array of teaching strategies** because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities.

All students should be involved in intellectually challenging pursuits—those that provide opportunities for deep engagement with a topic or concept. When students of all backgrounds are expected to undertake work of high **intellectual quality**, overall academic performance improves and equity gaps diminish. The 'dumbing down' of curriculum must be resisted (especially for at-risk students).

Classroom practices that engage students in solving a particular problem of significance and relevance to their worlds—be it a community, school-based or regional problem—provide the greatest opportunity for **connectedness** to the world beyond the classroom.

Strategies that promote **supportive social environments** have high expectations for all students, make explicit what is required for success, and foster high levels of student ownership and motivation. Teachers respond positively to all attempts by students to display their knowledges and skills and explicitly acknowledge behavioural and classroom procedures.

Strategies that **recognise difference** do so in ways that actively support individuals in participating, having their individual perspectives and experiences given status, and operating within embedded democratic values.

10. The school curriculum plan will describe the **array of teaching strategies** the school will embrace.

*11. Teaching strategies will promote the following:
- **intellectual quality**;
- global and local **connectedness**;
- **supportive social environments**;
- **recognition of difference**.

12. Effective teaching strategies will prepare students for current and prospective demands of new economies, new social institutions, and increasingly diverse communities and complex cultures, by reflecting:
- the design of relevant, inclusive, flexible, intellectually challenging and innovative learning experiences and assessment devices;
- the use of information technology;
- the fostering of social development and participation of young people;
- working across generations to share and develop new blends of knowledges and skills;
- working collaboratively in professional teams;
- working with parents, community organisations and business.

* Source: School Reform Longitudinal Study, The University of Queensland (1999a, 1999b).

Assessment guidelines

x.   **Principles of assessment**
     In the context of outcomes-based education, assessment should:
     - focus on student demonstration of core learning outcomes as planned for;
     - provide evidence that student performances are consistently judged in accordance with prescribed outcomes;
     - be comprehensive—that is, incorporate judgments from a range of sources such as learners, peers, teachers; and comprise a range of processes for gathering evidence of student achievement;
     - be an integral part of the learning process—that is, provide information on student progress and needs, intervention strategies and allocation of resources;
     - inform programs of teaching and learning;
     - be valid;
     - produce reliable results.

y.   To be **effective**, assessment should:
     - reflect social justice principles;
     - accommodate the diverse needs of learners;
     - be sensitive to issues of gender, disability, culture, background language, socio-economic status and geographical location;
     - reflect current knowledge of child and adolescent development;
     - develop student capacity to self-monitor progress;
     - take place as close as possible to the place of learning;
     - be authentic (i.e. involve students in the use of relevant and useful knowledges, understandings and practical skills).

z.   **Formative assessment** occurs when assessment, whether formal (for example, testing) or informal (for example, classroom questioning), is primarily intended for, and instrumental in, helping a student attain a higher level of performance.

aa. **Diagnostic assessment** is a particular type of formative assessment that is intended for determining the nature of a student's learning problems and then providing the appropriate feedback or intervention (or, alternatively, determining the nature of a student's success and then providing the appropriate extension activities). Results do not count towards summative assessment.

bb. **Summative assessment** is designed to indicate the achievement status or level of performance attained by a student at the end of a course of study. It is geared towards reporting or certification.

cc. **Moderation** is a quality assurance process designed to ensure statewide comparability of standards awarded to student work. Moderated assessment enhances teacher and community confidence in the reliability of the results of assessment. It can have a positive effect on pedagogy as a result of authentic assessment systems.

dd. **Social moderation** is the process of validating teacher judgments of the standard of student work by having the judgments of those teachers reviewed by their peers. This form of moderation most empowers teachers and is generally known and supported by Queensland educators.

Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgments about student learning. In the context of an outcomes approach to education, the assessment process involves:

- providing students with opportunities to demonstrate core learning outcomes;
- gathering and recording evidence about students' demonstrations of these core learning outcomes;
- using this evidence as the basis for making overall judgments about students' demonstrations of core learning outcomes.

The **purposes of assessment** are to:

- promote, assist and improve student learning;
- inform programs of teaching and learning;
- provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

Techniques for gathering evidence include observation, consultation and focused analysis of student demonstrations of learning outcomes.

Assessment **instruments** include, but are not restricted to, assignments, oral work, demonstrations, practical work and tests.

See the corresponding guidelines for further information on **formative**, **summative** and **diagnostic** assessment, and (**social**) **moderation**.

The **principles of assessment** are listed in the corresponding guidelines.

As part of the continuing dialogue, a taskforce, with expert and stakeholder representation, will be set up to establish a robust assessment and reporting framework. In building on the contents of this document, the Assessment and Reporting Taskforce will respond to the emerging national agenda, and produce an assessment and reporting framework that is agreeable to stakeholders.

13. The school curriculum plan will describe:
    - the **purposes of assessment**;
    - what will be assessed;
    - the techniques and instruments to be used.

14. Assessment will:
    - enable judgments to be made on student demonstrations of core learning outcomes that have been planned for;
    - promote student development;
    - take account of special considerations for students with special needs;
    - be **formative**, **summative** and **diagnostic**;
    - be aligned with the school's curriculum plan;
    - be **moderated** by a **social moderation** process in accordance with further advice from the **Assessment and Reporting Taskforce**;
    - reflect the **principles of assessment**.

Reporting guidelines

ee. **Characteristics of a good reporting system**
- In consultation with the school community, the school takes responsibility for planning a whole-school approach and regularly reviews its practices.
- Report recipients have regular and varied opportunities to receive and discuss information about student progress and achievement.
- Reporting practices provide for the diverse needs of individuals and groups.
- Reporting mechanisms are grounded in good theory and practice about which reporting style suits a particular purpose—for example, formal or informal; written, oral or electronic; formative, summative or diagnostic; verbal, numerical or graphical; rankings or descriptors of performance.
- The modes of reporting incorporate a broad range of communications strategies.
- Teachers and schools are committed to recording student progress and achievement in all mandated areas of study.

ff. **Useful information a formal report would include:**
- documentation of the core learning outcomes demonstrated by the student since the previous report;
- documentation of the core learning outcomes the student is now working towards demonstrating;
- information about the relationship between outcome levels and year levels;
- additional information that is specific to individual students.

gg. Within this Curriculum Framework, the **set of outcomes that have been planned for** could include the set of core learning outcomes for a key learning or subject area and be reported as achievement in that key learning or subject area. The set of outcomes could include transdisciplinary learnings, that is, learnings that cut across key learning and subject areas—for example, literacy, higher-order thinking, problem solving, numeracy, creative thinking.

It is not necessary to report to parents/carers on each of the core learning outcomes, although a school may choose to do this. Where a school has informed parents/carers of the planned core learning outcomes for a period, it would make sense to report on which of these planned outcomes the student has demonstrated.

hh. Schools may present the report in a **format** that best suits its community. Parents/carers typically prefer a report that is clear, concise and easily understood. Although parents/carers accept the place of electronically produced reports, they value qualitative data that give meaningful indicators on the student's progress. Quality reporting is an effective mechanism for assuring parents/carers and the community that quality schooling is occurring, thus enhancing school–home and school–community relationships.

ii. **Qualitative data** might refer to academic and social skills the student is working towards as well as those already acquired. Such data might reflect transdisciplinary learnings or the knowledges and skills inherent in the demonstrated core learning outcomes. This part of the report should contribute to personal growth and motivation by providing formative information that enables the student and parent/carer to understand progress in terms of intellectual rigour and social futures, and understanding those aspects of learning identified for improvement.

jj. Parents/carers must be provided with accurate, meaningful and relevant information about their children's performance and progress at least once per semester. Beyond that requirement, the school decides on the **frequency** of reporting. Research has shown that many parents/carers appreciate frequent informal formative and/or diagnostic reports in addition to formal, summative reports. Schools may need to be proactive in informing parents/carers of any new reporting system.

kk. Students should also be provided with ongoing informal and formal reports regarding their progress.

Reporting is the communication of information on the results of assessment of student achievement to a variety of audiences in a variety of styles for a variety of purposes. The reporting section of this policy focuses on student demonstration of outcomes documented in QSCC Years 1-10 syllabuses.

The **purposes of reporting** are to:
* recognise, acknowledge and give credit for what students have achieved and experienced;
* contribute to students' personal development and progress, improving motivation, providing encouragement, and increasing their awareness of strengths, weaknesses, opportunities and basis for intervening in problems in learning;
* assist schools and the system in identifying the potential of their students and identifying how well the curriculum, pedagogy and assessment enable students to develop academic and social skills;
* assist students and their parents/carers to determine future educational and employment pathways;
* account for the achievements of the school to the public and to the system;
* provide opportunities for teachers and administrators to talk about individuals' and groups' progress and about possible interventions and curricular approaches.

Examples of **additional reports** include reports for students in Years 2, 3, 5 and 7 who receive separate reports on their basic skills in aspects of literacy and numeracy.

15. The school curriculum plan will:
    * include the **purposes of reporting**;
    * reflect the **characteristics of a good reporting system**;
    * describe what will be reported, who will receive the report, and when reporting will occur.

16. Formal reporting to parents/carers will:
    * occur at least once per semester;
    * communicate information on the student's achievements against the set of outcomes planned for that reporting period;
    * for students with disabilities working on Individual Education Plans, communicate information on the student's achievement of goals planned for that reporting period;
    * also provide qualitative data on the academic and social skills acquired by the student during that reporting period;
    * indicate if there is insufficient evidence for an assessment to be made.

17. For students completing Year 10, formal reporting to parents/carers and the system will include a Year 10 Statement, the structure of which is determined by Education Queensland.

18. Parents/carers will receive **additional reports** on the student's achievements, other than those in policy point 16, that are reported to the system.

Roles and responsibilities policy

There is a need to develop school capacity for curriculum leadership. Although various methods exist for doing this, the ultimate responsibility for curriculum leadership remains with the Principal.

Details of **school-based management options** are currently being updated.

19. Students will expect to:
    - engage in intellectually challenging pursuits, as part of a planned teaching and learning program;
    - be motivated to learn;
    - experience a sense of ownership of the learning process;
    - participate in monitoring the progress of their own learning;
    - receive regular reports on their progress, upon which ongoing learning programs will be based.

20. Principals of schools will:
    - lead the school community;
    - enable leadership options for the development and implementation of the school curriculum plan, with support from district and wider networks, actual and virtual;
    - ensure that curriculum development and periodic curriculum review are adequately supported, through learning and development opportunities and access to a range of high-quality resources;
    - be responsive to the findings of reviews and to current systemic initiatives;
    - approve or seek approval for the school curriculum plan in accordance with the **school-based management option** chosen;
    - monitor and report on the implementation of the school curriculum plan.

21. Teachers will:
    - continue to develop their knowledge of learners and communities;
    - adopt appropriate teaching strategies to reflect diverse learning styles and student backgrounds;
    - gather and record evidence of student achievement;
    - report regularly, in various modes, on student progress and achievement to students and parents/carers;
    - actively engage in dialogue to ensure consistency of judgments and practice across sites.

Capacity is enabled by services that are:
- proximate;
- based on local needs;
- identified by schools;
- accountable to school communities;
- deliverable in different ways;
- innovative;
- efficient and effective;
- necessary and appropriate;
- not duplicated elsewhere.

22. District Directors will:
- approve the school curriculum plan in accordance with the **school-based management option** chosen;
- work with schools to ensure curriculum plans reflect local and systemic requirements;
- promote learning and development networks/clusters;
- analyse district data for trends to inform learning and development opportunities;
- work with schools in their undertakings to build **capacity** for engagement in curriculum matters including reform.

23. Central Office (on behalf of the system) will:
- continue to develop high-quality resources to support curriculum development and delivery across sites;
- monitor, review and regularly update the Curriculum Framework to reflect the dynamic nature of learning and learners;
- set protocols for assessment and reporting;
- seek alliances with peak organisations to support the implementation of the Curriculum Framework and promote learning and development opportunities;
- support the recording, reporting and analysis of student performance data.

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