Department of Education

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

November 2023

Refer to https://education.qld.gov.au/curriculum/stages-of-schooling/p-12 to ensure you have the current version of this document.

Queensland Government

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P–12 Curriculum, assessment and reporting framework

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

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

Schools:

- ensure the right of every student to access education, primary and secondary, appropriate to their needs
- prioritise critical key points in each student's learning journey
- focus on educational achievement, wellbeing and engagement, and culture and inclusion

The P–12 Framework sets out the requirements for all Queensland state schools. Schools implement the requirements of the P–12 Framework considering government priorities and in consultation with parents[1] and the school community[2].

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

- access and participate in the curriculum alongside their similar-aged peers
- achieve academically and socially with tailored supports[3] including reasonable adjustments[4] that meet their learning needs

The requirements apply to all Queensland state schools and are presented in this document according to the stages of schooling:

- Prep to Year 10
- Years 11 and 12

The Curriculum Gateway▲ encompasses curriculum and planning resources and advice to support schools with the transition to Australian Curriculum Version 9. The Teaching and Learning Hub▲ and Assessment and Moderation Hub▲ support schools with systematic curriculum implementation, the development of expert teaching teams and the use of effective pedagogical practices. The Queensland Curriculum and Assessment Authority▲ (QCAA) is responsible for Year 11 and 12 senior secondary syllabus development, assessment, quality assurance and certification.

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

Prep–Year 10 requirements

Focus areas	Schools are required to:
Data	› monitor or review assessment and reporting data[5] to determine focus areas for sustained improvement in educational achievement, wellbeing and engagement, and culture and inclusion › use assessment and reporting data, including the *Equity and Excellence* priority support measures, as part of school performance planning, to ensure quality systematic curriculum implementation, effective pedagogical practices and differentiated teaching and learning
Curriculum	› provide all eight learning areas of the Prep to Year 10 Australian Curriculum[6] to all students and if appropriate, provide the Queensland Instrumental Music Curriculum › use *Minimum requirements for providing the Australian Curriculum in Prep to Year 10 (ACV9)* to inform planning and manage teacher workload › plan, document, retain[7] and monitor or review the school's plan for systematic curriculum implementation, which includes three levels of planning › explicitly teach the reading knowledge, understanding and skills specified in each year level of the Australian Curriculum: English
Pedagogy	› use *A whole school approach to pedagogy* in response to assessment and reporting data › select and employ effective pedagogy, using the principles (the curriculum, the learning and the learner), to support students' achievement, wellbeing and engagement › explore and enhance digital learning in teaching and learning
Differentiated teaching and learning	› 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[8] › use school-wide processes[9] to identify groups and individuals who require tailored supports › employ tailored supports to ensure all students can access the curriculum being provided
Individual Curriculum Plan	› provide an Individual Curriculum Plan (ICP) for the small percentage of students who are assessed against a different year-level achievement standard in some or all learning areas and/or subjects › identify students using consistent school-wide processes › for identified students, develop the appropriate category of ICP, record the decision in OneSchool in the Support Tab under the Individual Curriculum Plan component of the Student Plan and record parental endorsement › review the ICP at the end of each semester › monitor each student's ICP while considering the long-term implications[10]

Focus areas	Schools are required to:
Homework	› develop a whole school approach to homework[11] policy and communicate it with the school community › monitor or review whether homework: • is effective in supporting learning • allows sufficient time for family, recreation, and community and cultural activities • does not disadvantage students due to a lack of access to resources
Health and wellbeing education	› deliver health and wellbeing education▲, including respectful relationships education, and alcohol and other drugs education through the provision of the Australian Curriculum and a whole school approach to learning and wellbeing › provide, annually a water safety and swimming[12] education program in Prep to Year 6
Managing risks in school curriculum activities	› provide risk assessment documentation, in accordance with the *Managing risks in school curriculum activities procedure* to demonstrate how foreseeable risks and hazards of curriculum activities have been identified, assessed and controlled
Future pathways	› support each student to develop a *Senior Education and Training (SET) Plan* by the end of Year 10, and provide opportunities for them to review their plan throughout Years 11 and 12 › maintain a learning account[13] for all students with the Queensland Curriculum and Assessment Authority (QCAA) and report to the QCAA on students' enrolment and results information in accordance with the QCAA Senior Education Profile calendar
Assessment	› use year and/or band planning to ensure sufficient evidence is gathered in each learning area and/or subject › use or design, document and retain assessment (summative and monitoring strategies) against targeted aspects of the relevant achievement standard, incorporating tailored supports when appropriate, so that all students can demonstrate their learning › ensure summative assessment includes task details and a marking guide that uses the relevant achievement standard, assessable elements and reporting scale › maintain and retain an assessment folio[14] for each student in each learning area and/or subject provided › use, where appropriate, monitoring tools[15] to inform differentiation and focused and intensive teaching › administer standardised assessments in Years 3, 5, 7 and 9 within the National Assessment Program — Literacy and Numeracy (NAPLAN) › if selected as a sample school or opting in, administer National Assessment Program (NAP) sample assessments to sample students in Years 6 and 10
Moderation processes	› use a whole school approach to moderation processes to align curriculum, pedagogy, assessment and reporting; and to ensure consistent judgements and accurate reporting against the achievement standards

Focus areas	Schools are required to:
Reporting to parents	› provide a plain language[16] academic report, twice a year › report on what was taught and assessed in the reporting period › complete academic reports using OneSchool › report as A, B, C, D and E (or an equivalent reporting scale)[17] › report on English as an additional language or dialect (EAL/D) students who are provided intensive Standard Australian English (SAE) language teaching within their first 12 months of schooling in Australia, as appropriate › on request from a parent or in consultation with the school community, provide comparative reporting for each learning area and/or subject provided to the student while maintaining individuals' privacy › offer[18] parents the opportunity to discuss their child's achievement and progress with their child's teachers twice a year › report on students who have an endorsed Individual curriculum plan (ICP), as appropriate to the category of ICP

Year 11 and 12 requirements

Focus areas	Schools are required to:
Curriculum	› follow the policies and procedures of the Queensland Certificate of Education (QCE) system as outlined by the Queensland Curriculum and Assessment Authority (QCAA) › ensure that all teaching, learning and assessment programs comply with the requirements of the relevant authorities, for example: • QCAA General, General (Extension), Applied, Applied (Essential), Short Course, Senior External Examinations syllabuses, and Recognised Studies • Australian Skills Quality Authority for Vocational Education and Training (VET) • International Baccalaureate › support students on a pathway to achieve the goals of their SET Plan with a program of learning that enables them to attain a Senior Education Profile, which may include a: • Senior Statement • Queensland Certificate of Education or Queensland Certificate of Individual Achievement (see eligibility requirements) › comply with the requirements of the relevant authorities for quality assurance and certification procedures › comply (if a school Registered Training Organisation) with the collection requirements and procedures of the relevant authorities to collect, verify and report the Unique Student Identifier for all students enrolled in a VET program › use *A whole school approach to differentiated teaching and learning* in ways that meet the diverse learning needs of all students, following requirements of QCAA
Managing risks in school curriculum activities	› maintain risk assessment documentation, in accordance with the *Managing risks in school curriculum activities procedure* to demonstrate how foreseeable risks and hazards of curriculum activities have been identified, assessed and controlled
Health and wellbeing education	› deliver health and wellbeing education▲, including respectful relationships education, and alcohol and other drugs education through a whole school approach to learning and wellbeing › deliver and record completion of cardiopulmonary resuscitation training[19] or recognition of prior learning in OneSchool by the end of Year 12
Reporting to parents	› provide a plain language academic report, twice a year › report on what was taught and assessed in the reporting period › complete academic reports using OneSchool › report as A, B, C, D and E (or an equivalent reporting scale) › report on EAL/D students who are provided intensive SAE language teaching within their first 12 months of schooling in Australia, as appropriate › on request from a parent or in consultation with the school community, provide comparative reporting for each subject provided to the student while maintaining individuals' privacy › offer parents the opportunity to discuss their child's achievement and progress with their child's teachers twice a year
Reporting to QCAA	› report to the QCAA on students' enrolment and results information in accordance with the Senior Education Profile calendar

Endnotes

1 ***Parents*** *refers to parents, carers, guardians, kinship, families and people who exercise parental responsibility for the child.*

2 ***School community*** *refers to school staff, students, parents, local business, community organisations and visitors to the school.*

3 ***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.*

4 ***Adjustments*** *are actions or changes that schools make so that a student can take part in education. Any student may require an adjustment when there is a barrier to learning. All schools have a legal obligation to make reasonable adjustments to enable students with disability to access and participate in education including the curriculum and school activities on the same basis as other students. For more information refer to Nationally Consistent Collection of Data (NCCD) on School Students with Disability — Disability Standards for Education: A Practical Guide for Individuals, Families and Communities.*

5 ***Assessment and reporting data*** *informs teaching and learning in schools and aligns with the Joint Statement for the Purpose and Use of data in Queensland State Schools, and is guided by the Data Literacy Framework and associated resources.*

6 ***Providing the Australian Curriculum in Prep to Year 10*** *or equivalent is a requirement of the Australian Government. This may include the International Baccalaureate and other recognised curriculum offerings available in OneSchool.*

7 ***Retention and disposal*** *of curriculum records must 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.*

8 ***All students*** *across all educational settings and contexts are entitled to an education without exception. Australian Curriculum: Student Diversity advises schools on how to use the curriculum to meet the learning needs of all students.*

9 ***School-wide processes*** *include identification of groups and individuals either on enrolment or through ongoing processes of identification using assessment and reporting data.*

10 ***Long-term implications*** *resulting from ongoing alterations to the curriculum provided, the time taken to progress through the curriculum, and the relevant year/s of the curriculum provided may affect a student's future pathways as they progress towards either a QCE or a QCIA*

11 ***Homework is*** *effective in supporting learning when it is: related to the curriculum, consolidates, revises and/or applies student classroom learning, differentiated to individual needs, develops a student's independence as a learner and assists students to prepare for upcoming classroom learning.*

12 ***Water safety programs*** *will:*

- *Align to the Australian Curriculum: Health and Physical Education achievement standards.*
- *Provide opportunities for students to attain competencies aligned to the National Swimming and Water Safety Framework.*
- *Meet the expectations outlined in the Statement of expectations water safety and learn to swim programs.*
- *Include both classroom-based learning and water location learning across the band.*

13 ***Learning account*** *information is available in Education (Queensland Curriculum and Assessment Authority) (QCAA) Act 2014 and QCAA QCE and QCIA policy and procedures handbook v4.0.*

14 ***Assessment folios*** *contain the evidence of achievement: student responses to assessment, including the tasks and the graded marking guides, as specified in the year and/or band plan.*

15 ***Monitoring tools*** *provided by the Department of Education may include Early Start, Literacy Continuum and Draft Numeracy Continuum and An introductory guide to the Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners.*

16 ***Plain language*** *is clear and easy to understand. It includes the use of active voice, common words and short sentences.*

17 ***Reporting scale*** *information is found in Reporting to parents from 2025.*

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

19 ***Cardiopulmonary resuscitation training (CPR).*** *Training consistent with the guidelines of CPR for Life that may be provided by appropriately qualified staff, external providers or through recognition of prior learning achieved through other programs validated by the school (e.g. Queensland Ambulance Service, Surf Life Saving Queensland or Red Cross).*

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

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

Provision

Schools are required to:

Provide all eight learning areas of the Prep to Year 10 Australian Curriculum[1] to all students[2] and if appropriate, provide the Queensland Instrumental Music Curriculum.

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

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

- **using learning areas in Prep to Year 6, informed by the corporate subject list report[3];**
- **using subjects in Years 7 to 10, informed by the corporate subject list report[3];**
- which semester or semesters to teach, assess and report on the relevant learning areas/subjects:
  - determine how much **time to allocate** to each learning area/subject;
    - some learning areas/subjects can be provided over time, across a band of years or compressed in a year within a band. If compressing delivery into a term, semester or a year, consider implications for the total time necessary for effective coverage of the relevant standard
  - schools may choose to provide more than the minimums, if appropriate to their context and use cross-disciplinary[4] learning approaches to maximise learning time
- making decisions about how to meet the minimum requirements suitable for the school's context (see Pages 11–12).

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

- understanding Standard Australian English in spoken and written form
- using phonic and word knowledge for word reading and spelling
- handwriting from Prep to Year 4 (Use Queensland Beginners and Modern Cursive Script)

More information is found in the *Reading Position statement* and *Literature Review on the effective teaching of reading*. Resources to support the teaching of reading are available on the Curriculum Gateway▲.

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

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

Use *Minimum requirements for providing the Australian Curriculum in Prep to Year 10* to inform planning and manage teacher workload.

- See Page 11 for Minimum requirements for Prep and for Years 1 to Year 6.
- See Page 12 for Minimum requirements for Years 7 to 10.

Planning

Schools are required to:

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

The minimum requirements for the three levels of planning[5] include:

Curriculum provision planning

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

Year and/or band planning

› Year and/or band planning outlines the plan for curriculum and assessment in response to the diverse learning needs of students in the cohort. These plans specify:

- a developmental sequence of units
- information about the assessment that students will undertake to demonstrate their learning at each year level/band, including a range and balance of assessment conventions
- the *effective coverage* of the relevant achievement standard.

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

Unit planning

› Unit planning, aligned to the year and/or band planning, responds to the diverse needs of students in a class and details the:

- summative assessment(s), including the task(s) and marking guides that target particular aspects of the relevant achievement standard, and monitoring strategies
- sequence of teaching and learning informed by:
  - relevant content descriptions and aligned curriculum elements[6] to be addressed in relation to the content of the unit
  - pedagogical approaches, practices and teaching strategies appropriate to the principles (curriculum, learning and learners) of pedagogy
- differentiation[7] and tailored supports employed to ensure all students can access the learning. Adjustments[8] for individuals can be recorded in OneSchool in the Personalised Learning Record and/or Class Dashboard.

Example planning materials are available on the Curriculum Gateway.

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

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

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

Schools ensure records retention and disposal of curriculum records comply with *Section 13* of the *Public Records Act 2002*, the department's *Records Management Manual* and the *Education and Training Sector retention and disposal schedule*.

Access the *Record retention and disposal of curriculum planning and assessment records in Prep to Year 10 Frequently asked questions* to find the answers to commonly asked questions.

Minimum requirements for learning areas in Prep to Year 6

Prep Year	
Australian Curriculum learning areas	**How to provide (teach, assess and report on) or experience (teach and monitor)**
English Mathematics Health and Physical Education	**Provide (teach, assess and report on)** in every semester in Prep
Science Humanities and Social Sciences Technologies The Arts and Music (as appropriate)[9]	**Experience[10] (teach and monitor)** in at least one semester in Prep › Prep achievement standards are available for each learning area and are used to inform teaching and learning › Experiencing means that students access teaching and learning in these learning areas and learning is monitored rather than summatively assessed and reported on. More information about assessment is found in *Assessment in Prep to Year 10*. In other words, schools will determine whether some or all of these learning areas will appear on the students' academic report › Experiencing ensures continuity of learning in an age-appropriate way and that the necessary learning for success in Year 1 is undertaken
Languages[11]	Languages is encouraged in Prep
In Prep, decisions about which learning areas will be **provided** and which will be **experienced** are documented in OneSchool using the Curriculum provision and reporting plan functionality. Schools select the semester, the time allocated and whether or not the learning area will be reported on. A *Curriculum provision plan* report can be generated.	

Years 1 to 6	
Australian Curriculum learning areas	**How to provide (teach, assess and report on)**
English Mathematics	**Provide** in every semester every year
Health and Physical Education Science Humanities and Social Sciences	**Provide** in at least one semester every year
Technologies The Arts and Music (as appropriate)[9]	**Provide** in at least one semester in the band
Languages[11]	Languages is encouraged in Years 1 to 4 **Provide** in at least one semester in each year in Years 5 and 6

Recommended time allocations in hours per[12] year or band of years

Australian Curriculum Learning areas	Hours	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	per year	280	280	280	280	280	240	240
	per week	7	7	7	7	7	6	6
Mathematics	per year	200	200	200	200	200	200	200
	per week	5	5	5	5	5	5	5
Health and Physical Education	per band/year	80	160 (80 hours per year)		160 (80 hours per year)		160 (80 hours per year)	
	per week	2	2		2		2	
Science	per year	20	20	20	40	40	60	60
	per week	30 mins	30 mins	30 mins	1	1	1 h 30 m	1 h 30 m
Humanities and Social Sciences	per year	20	20	20	40	40	60	60
	per week	30 mins	30 mins	30 mins	1	1	1 h 30 m	1 h 30 m
The Arts[9]	per band/year	40	80 (40 hours per year)		120 (60 hours per year)		120 (60 hours per year)	
	per week	1	1		1 h 30 m		1 h 30 m	
Technologies	per band/year	20	40 (20 hours per year)		80 (40 hours per year)		100 (50 hours per year)	
	per week	30 mins	30 mins		1		1 h 15 m	
Languages[11]	per band/year	20	80 (40 hours per year)		80 (40 hours per year)		120 (60 hours per year)	
	per week	30 mins	1		1		1 h 30 m	

In Prep schools offer the opportunity for students to **experience** these learning areas

Minimum requirements for subjects in Years 7 to 10

Years 7 to 10		
Australian Curriculum subjects	How to provide (teach, assess and report on) Years 7 to 8	Years 9 to 10
English Mathematics Science	**Provide** in every semester every year in Years 7 to 10	
History Health and Physical Education	**Provide** in at least one semester in each year in Years 7 to 10	
Geography Civics and Citizenship Economics and Business	**Provide** each of the subjects in at least one semester across Years 7 and 8	**Provide** electives in Years 9 and 10 from the Australian Curriculum. Schools use the corporate subject list report[3] as electives for students to choose.
Technologies[13]	**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 subjects from the corporate subject list report[3] in at least one semester in the Years 7 and 8	
Dance Drama Media Arts Music Visual Arts	**Provide** at least one of The Arts subjects in at least one semester in the Years 7 and 8 band	
Languages[11]	**Provide** in at least one semester in each year in Years 7 and 8	
Work studies[14]		

Recommended time allocations in hours per year or band of years				
Australian Curriculum subjects	Year 7	Year 8	Year 9	Year 10
English	140	140	140	130
Mathematics	140	140	140	130
Science	95	95	140	130
Health and Physical Education*	140		140	
History	50	50	50	45
Geography Economics and Business Civics and Citizenship	90[15]	90[15]	50[16]	45[16]
Dance Drama Media Arts Music Visual Arts	140		140	
Technologies	140		140	
Languages	140		140	
Schools offer Australian Curriculum subjects as electives for students to select in Years 9 and 10				

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

Endnotes

1 ***Providing the Australian Curriculum in Prep to Year 10*** *or equivalent is a requirement of the Australian Government. This may include the International Baccalaureate and other recognised curriculum offerings aligned to the Australian Curriculum available in OneSchool.*

2 ***All students*** *across all educational settings and contexts are entitled to an education without exception. Australian Curriculum: Student Diversity advises schools on how to use the curriculum to meet the learning needs of all students.*

3 *The* ***Corporate subject list*** *report returns information on corporate learning areas and subjects available to timetable and can be generated by navigating to OneSchool Reports›School Management.*

4 ***Cross-disciplinary*** *approaches require schools to report against the Australian Curriculum learning areas or subjects from which the assessment is drawn.*

5 ***Three levels of planning*** *include curriculum provision planning, year or band planning and unit planning. Each level provides a greater degree of detail about how the curriculum is provided.*

6 ***Aligned curriculum elements*** *are surfaced on the Australian Curriculum website. The Australian Curriculum is a three-dimensional curriculum which includes curriculum elements such as content descriptions, achievement standards, year or band overviews, general capabilities and cross-curriculum priorities.*

7 ***Differentiation*** *that becomes increasingly personalised is enacted using A whole school approach to differentiated teaching and learning.*

8 ***Adjustments*** *are actions or changes that schools make so that a student can take part in education. Any student may require an adjustment when there is a barrier to learning. All schools have a legal obligation to make reasonable adjustments to enable students with disability to access and participate in education including the curriculum and school activities on the same basis as other students. For more information refer to Nationally Consistent Collection of Data (NCCD) on School Students with Disability — Disability Standards for Education: A Practical Guide for Individuals, Families and Communities.*

9 ***The Arts*** *includes five equally valued subjects: Dance, Drama, Media Arts, Music and Visual Arts.*
In ***Prep to Year 6*** *students are given the opportunity to study all five Arts subjects across Prep to Year 6. There is flexibility for schools to develop programs of learning that may involve integrated units within The Arts. 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. However, there are no longer subject achievement standards for the five arts subjects in Prep. The Arts learning area achievement standard for Prep is used even if an individual subject is provided.*

10 ***Experience*** *in Prep means students may experience (teach and monitor) some learning areas rather than report on all eight learning areas. OneSchool functionality in the Curriculum provision and reporting plan▲ is used to reflect these decisions.*

11 ***Languages*** *includes 14 discrete subjects and 2 frameworks. Schools may offer more than one Languages subject. Schools are encouraged to provide Languages across Prep to Year 12. Where resources are not available schools consider innovative ways to deliver the curriculum including local or digital solutions. For more information refer to Global schools through languages▲.*

12 ***Recommended time allocations*** *guide the provision of the whole curriculum. The allocation of time reflects the content of Version 9 of the Australian Curriculum. Schools make decisions about the allocation of time to suit their local context and may provide more time to learning areas that are a priority. Specialist teachers assist in providing non-contact time and this may influence school decisions on time allocations.*

13 ***Technologies*** *comprises two subjects: Digital Technologies and Design and Technologies. A technologies program across Years 7 and 8 is designed to address all four contexts of the Design and Technologies subject (engineering principles and systems, food and fibre production, food specialisations and materials and technologies specialisations). A program that delivers the minimum time allocation across Years 7 and 8 may not provide opportunities to address all contexts.*

14 ***Work studies*** *is available in Version 8.4 only.*

15 *The recommended time encompasses the three Humanities and Social Sciences subjects.*

16 *Each of these Humanities and Social Sciences subjects can be provided as electives for students to choose. To ensure an appropriate program of learning and flexible timetabling, the recommended time applies to each subject. This will support continuity and success in senior secondary subjects.*

A whole school approach to pedagogy

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

Schools are required to:

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

A whole school approach to pedagogy[1] is a process for how schools determine, review and monitor how effectively the pedagogies employed are working to support students' achievement, wellbeing and engagement.

Schools:

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

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

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

The principles of pedagogy are:

The Curriculum

Schools support teachers to consider the disciplinary and interdisciplinary nature of the curriculum[3].

- Identify and employ effective discipline-specific pedagogy in each of the learning areas of the Prep to Year 10 Australian Curriculum[4] 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, between dependent and independent learning
- Identify and employ evidence-informed pedagogical practices and teaching strategies in relation to the nature of learning, how learning occurs and how students move through the process of learning

The Learner

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

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

Explore and enhance digital learning[5] in teaching and learning

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

- the appropriate use of digital tools and environments
- the use of effective digitally enabled and enhanced pedagogies
- ways to build digital literacies

Endnotes

1 ***A whole school approach to pedagogy*** *is supported by further information, including examples and resources on the Teaching and Learning Hub.*

2 ***Assessment and reporting data*** *informs teaching and learning in schools and aligns with the Joint Statement for the Purpose and Use of data in Queensland State Schools, and is guided by the Data Literacy Framework and associated resources.*

3 ***Curriculum*** *refers to the Prep to Year 10 Australian Curriculum, Queensland Curriculum, Vocational Education and Training (VET) and International Baccalaureate. In Years 11 and 12, curriculum includes the range of subject options provided and/or recognised by the QCAA. Curriculum may also include Value Added Programs available in OneSchool or school-based programs configured in OneSchool.*

4 ***Prep to Year 10 Australian Curriculum*** *or equivalent is a requirement of the Australian Government. This may include the International Baccalaureate and other recognised curriculum offerings available in OneSchool.*

5 ***Digital Learning*** *refers to learning that uses digital tools and resources.*

A whole school approach to differentiated teaching and learning

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

Schools are required to:

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

A whole school approach to differentiated teaching and learning is how schools support all students in Prep to Year 12 to access, participate and progress through the curriculum[1]. All students can achieve and learn successfully when given appropriate learning opportunities and tailored supports[2] that recognise and respond to individual learning needs.

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

Use school-wide 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 adjustments[4] for students with disability.

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

On enrolment:

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

Ongoing inquiry:

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

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

Differentiation is considered in all three levels of planning▲.

Curriculum provision planning

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

- in Prep to Year 10, the minimum requirements for providing the eight learning areas and/or subjects of the curriculum
- 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[5], for example, specialised programs for Deaf and hard of hearing (DHH) students with severe first language delay[6]▲ and blind/Deafblind students for whom abstract concepts are inaccessible, Duke of Edinburgh or literacy program
- resources (human and financial), learning environments, access to facilities and technologies that support all students to learn and achieve

Year and/or band planning

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

- how the sequence of units supports development
- the range and balance of summative assessment and the mode and conditions that enable equitable access[7] for all students
- the effective coverage of the relevant standards[8]
- whether the choice of resources support delivery of the curriculum, are contextually relevant and inclusive of a range of perspectives

Unit planning

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

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

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

Focused and intensive teaching

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

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

Focused teaching for groups or individuals is when schools:

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

Focused teaching may include:

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

Teachers 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.

Intensive teaching is provided in response to the analysis of assessment and reporting data 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 and/or any EAL/D student requiring explicit SAE language teaching
- **enrich** the learning of any student who requires particular understandings and/or skills to be addressed in greater breadth

Intensive teaching may include:

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

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

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

Further adjustments

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

Information about EAL/D students

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

EAL/D students may include students:

- with Aboriginal backgrounds and/or Torres Strait Islander backgrounds[9]
- with Australian South Sea Islander backgrounds
- with Maori and/or Pacific Islander backgrounds
- who are deaf or hard of hearing, or have deaf parents, and use Auslan as their first language
- born in Australia of migrant heritage where English is not spoken at home
- who are immigrants from countries where English is not a main language
- with refugee and humanitarian backgrounds
- who are international students or children of international students
- who are Australian and returning from overseas, having lived for extended periods of time in countries where English is not a main language

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

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

Accurate information, collected on enrolment and updated over time in OneSchool for EAL/D students informs planning for differentiated teaching and learning.

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

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

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

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

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

Decisions about EAL/D student participation in intensive SAE language teaching require consultation with parents[10] and relevant staff, for example, class teacher, EAL/D specialist teacher, Head of Department–Curriculum or Principal.

For information on academic reporting for EAL/D students beginning to learn SAE and within their first 12 months of Australian schooling, see *Reporting to parents from 2025*.

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

Endnotes

1 ***Curriculum*** *refers to the Prep to Year 10 Australian Curriculum, Queensland Curriculum, Vocational Education and Training and International Baccalaureate. In Years 11 and 12, curriculum includes the range of subject options provided and/or recognised by the QCAA. Curriculum may also include Value Added Programs available in OneSchool or school-based programs configured in OneSchool.*

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

3 ***Assessment and reporting data*** *informs teaching and learning in schools and aligns with the Joint Statement for the Purpose and Use of data in Queensland State Schools, and is guided by the Data Literacy Framework and associated resources.*

4 ***Adjustments*** *are actions or changes that schools make so that a student can take part in education. Any student may require an adjustment when there is a barrier to learning. All schools have a legal obligation to make reasonable adjustments to enable students with disability to access and participate in education including the curriculum and school activities on the same basis as other students. For more information refer to NCCD Portal — Disability Standards for Education: A Practical Guide for Individuals, Families and Communities.*

5 ***Programs for individual students with specific learning needs*** *must be documented appropriately in OneSchool.*

6 ***Intensive language immersion Programs for DHH/Deafblind students with severe first language delay*** *must be developed in consultation with expert staff such as a Teacher of the Deaf/Teacher Blindness/Vision Impairment, be agreed to by parents and be documented appropriately in OneSchool*

7 ***Equitable access*** *in relation to assessment processes for students in Years 11 and 12 must follow the advice and procedures of the Queensland Curriculum and Assessment Authority on Access Arrangements and Reasonable Adjustments.*

8 ***Relevant standard*** *relates to the appropriate achievement standard for the learning area or subject provided for the enrolled year level or the year or band documented in the Individual Curriculum Plan (DYL or DYL–P) is provided, and the relevant assessment standards in Years 11 and 12.*

9 ***Aboriginal students and Torres Strait Islander students*** *in Queensland state schools may speak a creole, a non-standard variety of English or a traditional language as their first or home language.*

10 ***Consultation with parents*** *not proficient in SAE may require the school to arrange appropriately qualified interpreting and translating services. Where qualified interpreters and translating services are not available, schools carefully consider how to communicate effectively with these students and their families. Engaging interpreters and translators offers further advice.*

Individual curriculum plan for students in Prep to Year 10

The information below elaborates on the requirements for an individual curriculum plan (ICP). Schools need to consider the *Minimum requirements for providing the Australian Curriculum in Prep to Year 10 (ACV9)* and *A whole school approach to differentiated teaching and learning* before making decisions about the provision of an ICP for a student in Prep to Year 10.

Schools are required to:

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

All students are entitled to access and participate in all eight learning areas of the Australian Curriculum, **without exception**. Schools employ tailored supports[1] and differentiated teaching and learning to provide curriculum in ways that meet the diverse learning needs of all their students. The majority of students in Prep to Year 10 are assessed against the achievement standards for their enrolled year level.

Students demonstrate a range of performance on the relevant scale[2] against relevant standards. An ICP is only for the small percentage of students who are consistently achieving outside that range. **A student consistently performing at the A or the E standard does not automatically require an ICP.**

An ICP is considered when assessment and reporting data[3] and documented responses to differentiated, focused and/or intensive teaching indicate an adjustment is required to the cognitive expectations described in the achievement standard of the year[4] level that they are enrolled in. An ICP enables assessment and reporting against an achievement standard one or more years above or below the student's enrolled year level, or adjusted learning focuses for students with a highly individualised curriculum plan (HICP).

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

Identify students using consistent school-wide processes[5].

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

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

A decision-making flow chart to support consistent processes is available on Page 25.

An ICP is not for students who are:

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

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

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

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

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

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

- A different year level (DYL), above or below. This category enables students to be assessed and reported against the identified higher or earlier achievement standard.
- A different year level partial (DYL–P) category enables students to be assessed and reported against identified aspects of an earlier achievement standard over a longer period of time. This category is used for some students with intellectual disability[6].
- A highly individualised curriculum plan (HICP) category enables students to be assessed and reported against learning focuses drawn from available general capabilities. This category is used for some students with intellectual disability[6].

In exceptional circumstances, the DYL–P or HICP categories may be used for students without intellectual disability but with disability that severely impacts their learning. In this circumstance, advice must be sought from a guidance officer as well as other relevant departmental specialists[7].

A detailed description of each of the categories is available on Page 24.

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

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

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

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

Endorsement ensures school and system data accurately represents the achievement of students with an ICP. Class data in OneSchool Class Dashboard clearly 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 earlier achievement standard (or selected learning focuses for HICP) of the learning area and/or subject assessed
- a non-editable compulsory statement appears for the individual student on their report
- year level comparative data in Academic Reporting will not include ICP results

If an ICP is not endorsed by parents, the student must be taught, assessed and reported against the achievement standard of their enrolled year level. Tailored supports including reasonable adjustments[8] continue to be provided to support the student's access, participation and achievement.

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

Review the ICP at the end of each semester.

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

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

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

Monitor each student's ICP while considering the long-term implications[9].

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.

Categories of ICP

Different year level (DYL)

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

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

Different year level–Partial (DYL–P)

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

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

This category is used for some students with intellectual disability[6]. In exceptional circumstances, the DYL–P category may be used for students without intellectual disability but with disability that severely impacts their learning. In this circumstance, advice must be sought from a guidance officer as well as other relevant departmental specialists[7].

Highly Individualised Curriculum Plan (HICP)

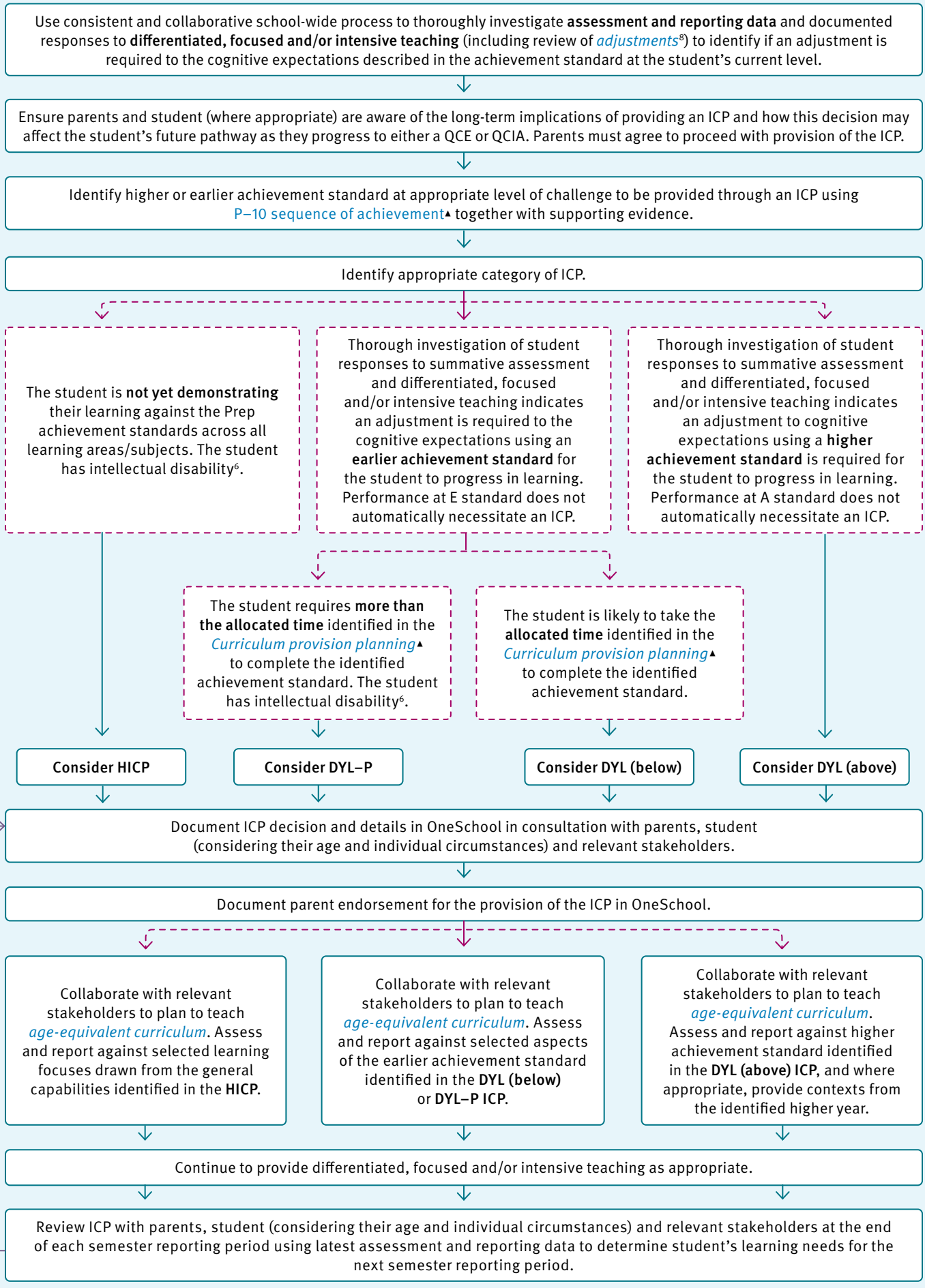
The HICP category is used for students who require intensive teaching that is highly individualised, comprehensive and ongoing (potentially for their entire schooling).

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

The HICP enables students to be assessed and reported against the adjusted learning focuses documented in the ICP. HICP is selected in OneSchool in the Support Tab under the Individual Curriculum Plan component of the Student Plan.

This category is used for some students with intellectual disability[6]. In exceptional circumstances, the HICP category may be used for students without intellectual disability but with disability that severely impacts their learning. In this circumstance, advice must be sought from a guidance officer as well as other relevant departmental specialists[7]. For example, a HICP may be provided in Prep only to a deaf student who had limited exposure and support with language development prior to enrolment.

Decision-making flowchart for an ICP



Endnotes

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

2 ***Relevant scales*** *are outlined in Reporting to Parents from 2025.*

3 ***Assessment and reporting data*** *informs teaching and learning in schools and aligns with the Joint Statement for the Purpose and Use of data in Queensland State Schools, and is guided by the Data Literacy Framework and associated resources.*

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

5 ***School-wide processes*** *include identification of groups and individuals either on enrolment or through ongoing processes of identification using assessment and reporting data.*

6 ***Intellectual disability*** *means either the student has a verification in the Education Adjustment Program (EAP) category of intellectual disability or the student has been diagnosed by an external registered paediatrician, neurologist, psychiatrist or psychologist (not provisional).*

7 ***Departmental specialists*** *include regional supports and statewide supports that provide advice on ICP decision making for students with low incidence disability. Information specific to deaf and hard of hearing students can be accessed through regional Principal Advisors — Auslan.*

8 ***Adjustments*** *are actions or changes that schools make so that a student can take part in education. Any student may require an adjustment when there is a barrier to learning. All schools have a legal obligation to make reasonable adjustments to enable students with disability to access and participate in education including the curriculum and school activities on the same basis as other students. For more information refer to NCCD Portal — Disability Standards for Education: A Practical Guide for Individuals, Families and Communities.*

9 ***Long-term implications*** *resulting from ongoing alterations to the curriculum provided, the time taken to progress through the curriculum, and the relevant year/s of the curriculum provided may affect options in senior secondary and future pathways.*

Preparing students for success in senior secondary

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

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

The *Equity and Excellence: realising the potential of every student (Education strategy)* 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 commences on Day 1, Term 1 of Year 11.

Continuity and coherence of learning

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

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

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

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

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

Transitioning to senior studies

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

- providing electives in Years 9 and 10 from the Australian Curriculum to ensure a firm foundation for students' studies in senior syllabuses
- structuring the Year 10 Australian Curriculum content in a way that highlights the links and continuities into senior studies
- packaging Year 10 content[1] as an introduction to a specific senior secondary subject
- 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 and pathways in Years 11 and 12. A SET Plan is developed by each student in consultation with parents/carers and teachers.

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

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

Endnotes

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

Assessment in Prep to Year 10

The information below elaborates on the requirements for assessing student work to gather evidence of student progress to inform teaching and to make judgements about achievement. Further information and resources can be accessed through the Assessment and Moderation Hub.

Schools are required to:

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

From year and/or band planning, schools confirm effective coverage of the relevant achievement standard[1] to ensure that sufficient evidence of student learning is collected.

Effective coverage means schools use their school context and assessment and reporting data[2] to determine:

- which aspects of the achievement standard will be emphasised and whether there will be multiple opportunities to demonstrate particular aspects
- which aspects of the achievement standard will be assessed using a summative assessment task
- which aspects of the achievement standard will be assessed using a monitoring strategy
- range and balance of assessment conventions

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

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

Schools use or design quality summative assessment tasks to:

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

Schools use or design quality monitoring strategies to:

- assess particular aspects of the achievement standard identified as most suitable for monitoring strategies, as reflected in year or band planning.
  - Monitoring strategies, such as observations, multimodal evidence, checklists and journaling, collect evidence aligned to the targeted aspect/s of the achievement standard.
  - Monitoring strategies are used for aspects of the achievement standard that are difficult to scale using a five-point scale; or where specific concepts and skills are referenced multiple times across years or bands of years, or different learning areas and/or subjects.
- confirm judgements made when determining a level of achievement on a summative assessment task or when determining an overall level of achievement for academic reporting at the end of each semester. This evidence is retained in the assessment folio.

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

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

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

Task details include the purpose statement that describes the focus relative to the content and the context of the assessment and assessment conventions▲ including appropriate adjustments[3] for individuals.

Marking guides[4]▲ for each summative assessment task include:

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

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

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

Maintain and retain[5] an assessment folio for each student in each learning area and/or subject provided.

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

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

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

Schools use assessment folios to:

- make an on-balance judgement[6] about a student's performance against the aspects of the achievement standards taught in the reporting period, taking into consideration the student's most consistent achievement and recent evidence
- record student summative assessment task level of achievement results
- record the overall level of achievement awarded for the learning area and/or subject provided at the end of each reporting period (end of each semester)
- track the evidence of student progress against the achievement standard to inform future teaching and learning
- support moderation processes.

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

The remainder of the assessment folio will be used to make an on-balance judgement[6] about a student's performance against the aspects of the achievement standards taught in the reporting period.

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

For students with a HICP, assessment folios contain the task details, evidence of student performance in relation to the selected learning focuses from the general capabilities for each learning area and/or subject and the graded and annotated marking guides. On-balance judgements[6] are made by describing how a student is progressing in relation to the selected learning focuses from the general capabilities, using the provided reporting statements.

Use, where appropriate, monitoring tools[7] to inform differentiation and focused and intensive teaching.

Schools may use monitoring tools when more detailed information is required about discrete skills that relate to the learning. Typically, the tools provide tasks, which are analysed, mapped so that growth can be measured and purposeful data about literacy and numeracy development in ways that support students to meet the demands of the curriculum generated.

Schools use monitoring tools for effective differentiated teaching and learning. **They are not used for reporting student academic achievement**.

Schools may use the range of options in OneSchool to document data from monitoring tools.

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

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

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

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

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

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

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

Endnotes

1 ***Relevant achievement standard*** *relates to the appropriate achievement standard for the learning area or subject provided for the enrolled year level, or the year or band documented in the Individual Curriculum Plan (DYL or DYL–P) is provided.*

2 ***Assessment and reporting data*** *informs teaching and learning in schools and aligns with the Joint Statement for the Purpose and Use of data in Queensland State Schools, and is guided by the Data Literacy Framework and associated resources.*

3 ***Appropriate adjustments*** *can be made to assessment conventions for individual students when necessary. Any adjustment to the mode and/or conditions of assessment should maintain the appropriate curriculum, cognition, context and complexity of assessment, including the way judgements are made about the quality of the evidence. Schools' practices for adjustments in Prep to Year 10 can support approaches used for Access arrangements and reasonable adjustments in Years 11 and 12.*

4 ***Marking guide*** *information can be found on the Assessment and Moderation Hub. Standards Elaborations for each learning area/subject have been developed by QCAA. The primary purpose of the Standards Elaborations is to make consistent and comparable judgements, on a five-point scale, about the evidence of learning in a folio of student work across a year/band. Standards Elaborations may be contextualised and used to develop task-specific standards (or marking guides) for individual assessment tasks.*

5 ***Retention and disposal*** *of curriculum records must 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.*

6 ***On-balance judgements*** *consider the patterns of evidence demonstrated in student work against the relevant standard and related assessable elements to determine a level of achievement. Moderation processes supports teachers to make an on-balance judgements.*

7 ***Monitoring tools*** *provided by the Department of Education may include Early Start, Literacy Continuum and Draft Numeracy Continuum and An introductory guide to the Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners.*

Moderation processes in Prep to Year 10

The information below elaborates on the requirements for a whole school approach to moderation processes as part of systematic curriculum delivery. Further information and resources can be accessed through the Assessment and Moderation Hub.

Schools are required to:

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

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

A whole school approach to moderation processes involves:

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

Schools use assessment and reporting data to determine when moderation processes should focus on particular:

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

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

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

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

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

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

Reporting to parents from 2025

The information below elaborates on the requirements for academic reporting to comply with the National Education Agreement[1] and ensure that achievement and progress is communicated.

Academic reporting is about communication to parents[2] and students about achievement and progress in the curriculum[3] provided. Academic reports provide point in time information about achievement at the end of each reporting period. School reporting processes are clear and transparent for parents, so they understand the learning expectations for the student, the student's achievement against expected standards, how well the student is engaging with the expected learning and how the student may be able to improve. Opportunities for discussions with parents provide a means to communicate achievement and progress.

In Prep to Year 12, schools are required to:

Provide a plain language[4] academic report, twice a year.

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

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

Report on what was taught and assessed in the reporting period.

Academic reports reflect:

- on-balance judgements[5] about the quality of student learning, based on evidence collected during the reporting period
- the student's most consistent achievement with consideration to more recent evidence
- the achievement awarded using the appropriate reporting scale (Refer to **Table 1: Reporting scales**)

Complete academic reports using OneSchool.

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

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

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

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

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

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

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

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

Students may be in their first year of compulsory education (usually Prep) or, if they have recently arrived in Australia, may be in any year level.

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

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

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

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

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

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

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

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

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

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

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

- Different Year Level (DYL) and Different Year Level — Partial (DYL–P)
  - Students are assessed and reported against the different year level achievement standard documented in their ICP.
  - Reporting uses the Prep–Year 10 five-point scale (Refer to **Table 1**).
- Highly Individual Curriculum Plan (HICP)
  - Students are assessed and reported against the learning focuses identified in their ICP, which are drawn from the General Capabilities.
  - Reporting uses the HICP five-point scale — available from 2025 (Refer to **Table 1**).

In Years 11 and 12, schools are required to:

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

Table 1: Reporting scales

Illustrates the appropriate scales across the years of schooling and those appropriate for different curricula.

<table>
<tr><th></th><th>HICP: Available from 2025</th><th>Prep– Year 2</th><th colspan="3">Years 3–10</th></tr>
<tr><td>Achievement</td><td>› Very high
› High
› Sound
› Developing
› Emerging</td><td>› Applying
› Connecting
› Working With
› Exploring
› Beginning</td><td colspan="3">› A
› B
› C
› D
› E</td></tr>
<tr><td rowspan="3">Behaviour and Effort</td><td rowspan="3">Dependent on the student's enrolled year level</td><td>Prep</td><td>Years 1–2</td><td>Years 3–10</td><td>Years 7–10</td></tr>
<tr><td>Overall comment for both Behaviour and Effort only</td><td colspan="3">› A
› B
› C
› D
› E</td></tr>
<tr><td colspan="2">In Years 1–6, overall behaviour comment appears in both comment and no comment reporting types</td><td>In Years 7–10, behaviour and effort scales appear for every subject in both comment and non-comment reporting types</td></tr>
</table>

<table>
<tr><th></th><th>As appropriate</th></tr>
<tr><td>Achievement</td><td>VET
› Competency achieved
› Working towards competency
› Competency not achieved

International Baccalaureate
› 1–7 Scale or Grade A–Grade E</td></tr>
</table>

	Years 11–12
Achievement	QCAA General, General (Extension), Applied, Applied (Essential), Short Course subjects › A–E › ***At exit, Year 12 students are awarded a subject result from QCAA (out of 100) for General and General (Extension) subjects, and A–E for Applied and Applied (Essential) subjects*** QCIA — following the guidelines for studies derived from the GIL, and communicating meaningful information about student progress and achievement to parents
Behaviour and Effort	› A › B › C › D › E
	Behaviour and Effort are not reported at exit

Table 2: Description of reporting scales

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

Prep–Year 2	
Use the following five-point scale to report student achievement in Prep to Year 2:	
Applying (AP)	The student is demonstrating deep and broad knowledge, understanding and skills from the achievement standard.
Connecting (CG)	The student is demonstrating deep knowledge, understanding and skills from the achievement standard.
Working With (WW)	The student is demonstrating the expected knowledge, understanding and skills from the achievement standard.
Exploring (EX)	The student is demonstrating partial knowledge, understanding and skills from the achievement standard.
Beginning (BG)	The student is beginning to demonstrate knowledge, understanding and skills from the achievement standard.
N	An 'N' is used in exceptional circumstances, when there is insufficient summative assessment evidence to make a judgement about a student's level of achievement. An 'N' can be used when a student has recently arrived (new to state schools or new to the school) or they have extended absences. An 'N' can be used for EAL/D students, refer to Page 35. An' N' is not suitable when there is available evidence (such as work from class activities, anecdotal records, drafts of summative assessments) that have been gathered during curriculum delivery against the relevant achievement standard. This evidence can be judged against a relevant existing marking guide. Awarding an 'N' is a school-based decision and should only be applied to individual students when there is insufficient evidence gathered against the relevant achievement standards, and in consultation with parents.

Year 3–Year 10	
Use the following five-point scale to report student achievement in Years 3–10:	
A	The student is demonstrating deep and broad knowledge, understanding and skills from the achievement standard.
B	The student is demonstrating deep knowledge, understanding and skills from the achievement standard.
C	The student is demonstrating the expected knowledge, understanding and skills from the achievement standard
D	The student is demonstrating partial knowledge, understanding and skills from the achievement standard.
E	The student is beginning to demonstrate knowledge, understanding and skills from the achievement standard.

Year 3–Year 10

N	An 'N' is used in exceptional circumstances, when there is insufficient summative assessment evidence to make a judgement about a student's level of achievement. An 'N' can be used when a student has recently arrived (new to state schools or new to the school) or they have extended absences. An 'N' can be used for EAL/D students, refer to Page 35. An' N' is not suitable when there is available evidence (such as work from class activities, anecdotal records, drafts of summative assessments) that have been gathered during curriculum delivery against the relevant achievement standard. This evidence can be judged against a relevant existing marking guide. Awarding an 'N' is a school-based decision and should only be applied to individual students when there is insufficient evidence gathered against the relevant achievement standards, and in consultation with parents.

HICP: Available from 2025

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

Very high	The student has exceeded the selected capabilities
High	The student is demonstrating the selected capabilities confidently and competently
Sound	The student is consistently demonstrating the selected capabilities
Developing	The student is demonstrating components of the selected capabilities
Emerging	The student is beginning to demonstrate the selected capabilities
N	An 'N' is used in exceptional circumstances, when there is insufficient summative assessment evidence to make a judgement about a student's level of achievement. An 'N' can be used when a student has recently arrived (new to state schools or new to the school) or they have extended absences. An 'N' can be used for EAL/D students, refer to Page 35. An' N' is not suitable when there is available evidence (such as work from class activities, anecdotal records, drafts of summative assessments) that have been gathered during curriculum delivery against the relevant achievement standard. This evidence can be judged against a relevant existing marking guide. Awarding an 'N' is a school-based decision and should only be applied to individual students when there is insufficient evidence gathered against the relevant achievement standards, and in consultation with parents.

Year 1–Year 12: Behaviour

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

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

Year 1–Year 12: Effort	
Use the following five-point scale to report on effort:	
A	The student is a model learner, demonstrating personal commitment, persistence and adaptability
B	The student consistently demonstrates personal commitment, persistence and adaptability in their learning
C	The student typically demonstrates commitment, persistence and adaptability in their learning
D	The student sometimes demonstrates commitment, persistence and/or adaptability in their learning
E	The student requires frequent encouragement to persist and persevere with learning

Endnotes

1 ***The National Education Agreement*** *affirms the commitment of the Commonwealth, State and Territory Governments of Australia for the provision of Student Reports to parents and carers by all schools of plain language reports twice a year that:*

(a) are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement;

(b) include an assessment of the student's achievement against any available national standards; and

(c) include, for subjects studied, an assessment of the student's achievement:

(i) reported as A, B, C, D and E (or an equivalent five-point scale), clearly defined against specific learning standards; and

(ii) relative to the performance of the student's peer group.

2 ***Parents*** *refers to parents, carers, guardians, kinship, families and people who exercise parental responsibility for the child.*

3 ***Curriculum*** *refers to the Prep to Year 10 Australian Curriculum, Queensland Curriculum, Vocational Education and Training (VET) and International Baccalaureate. In Years 11 and 12, curriculum includes the range of subject options provided and/or recognised by the QCAA. Curriculum may also include Value Added Programs available in OneSchool or school-based programs configured in OneSchool.*

4 ***Plain language*** *is clear and easy to understand. It includes the use of active voice, common words and short sentences.*

5 ***On-balance judgements*** *consider the patterns of evidence demonstrated in student work against the relevant standard and related assessable elements/criteria to determine a level of achievement. Moderation processes supports teachers to make on-balance judgements.*