



CRAIGSLEA STATE SCHOOL

Whole School Approach to Pedagogy

Reviewed 2022

Craigslea State School Curriculum, Assessment and Reporting Framework specifies all the requirements as stipulated in the Education Queensland P-12 Curriculum, Assessment and Reporting Framework (P-12 CARF) to ensure we deliver a world-class education to all students.

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SCHOOL PRIORITIES AND PLANS

School Priorities



Craigislea State School

2022 School Priorities

- ❖ **Pedagogy**
 - ❖ Embed Inquiry in Investigations and STEAM opportunities in all units of work
- ❖ **Academic Achievement**
 - ❖ Improve the teaching, learning and assessment of Mathematics inclusive of Inquiry and Problem-Solving
- ❖ **School Community Partnership**
 - ❖ Improve Parent – Student –Staff - broader Community engagement

School Plans & Policies

[Craigislea State School Literacy Framework](#)

Craigislea State School Spelling Resources

[Craigislea State School Numeracy Resources](#)

Craigislea State School Data Plan

[Craigislea State School Bookwork Policy](#)

Craigislea State School Homework Policy

Craigislea State School Parent & Community Engagement Plan

Craigislea State School Learning and Wellbeing Framework

[Craigislea Collegial Engagement](#)

CURRICULUM

At Craigslea State School, we teach, assess and report on all eight learning areas of the [Prep to Year 6 Australian Curriculum](#) to all student, **without exception**. We ensure at least the [minimum curriculum time allocations](#) are provided at Craigslea State School as indicated in the [P-12 CAREF](#). For identified students in years 3 – 6 we provide the [Queensland Instrumental Music Curriculum](#).

The provision of a [whole school curriculum plan](#) is the mechanism our school uses to map how we will implement each learning area and/or subject in Prep to Year 10. Provision of a whole curriculum plan provides an overview of the long-term plan for the provision of the whole curriculum across the eight learning areas and/or subjects in each year and/or band. At minimum, schools are required to cover all aspects of the relevant achievement standard for each learning area and/or subject provided in each year and/or band. [Curriculum Assessable Elements](#) including the content descriptions assist schools to provide specific learning contexts for the achievement standards and guide decisions about teaching, learning and assessment.

The [Year and/or band plans](#) are mechanisms for ensuring coverage of all aspects of the relevant achievement standards for each learning area and/or subject in Prep to Year 6.

Year and/or band plans provide an overview of the:

- curriculum for each learning area and/or subject in each year and/or band
- summative assessment that correlates to the students' assessment folios

The [Craigslea State School Unit Plans](#) provides the teaching and learning sequence of intended learning across all year levels, in each KLA. Year level plans include the scope, sequence and organisation of curriculum, teaching, learning and assessment for each year level. The unit plans forefront assessment and ensure the teaching and learning needs of all students for each learning area and/or subject in Prep to Year 6. Unit plans detail:

- The curriculum, pedagogy and assessment aligned to:
 - targeted aspects of the relevant achievement standards to be assessed
 - content descriptions that guide teaching and learning leading to assessment
 - general capabilities and cross-curricular priorities related to the learning.
- A teaching and learning sequence
- Summative assessment including task and marking guide
- Formative assessment including monitoring tasks and/or diagnostic tools.
- Special provisions in the conditions of assessment that cater for students with diverse learning needs
- Strategies to differentiate teaching and learning
- Resources that support teaching and learning.

As a part of Craigslea State School's commitment to quality of practice and collegial collaboration the **Craigslea State School Unit Planning Process**.

[Health and Wellbeing Education](#)

Craigslea State School provides health and wellbeing education as part of the delivery of the Australian Curriculum, the [Bridge Builder Program](#), [Daniel Morcombe Child Safety Awareness](#), [cybersafe programs](#) and the whole school teaching of the [Craigslea L.I.F.E rules](#) underpinned by the Positive Behaviour for Learning Program. We encourage the use of social and emotional learning pedagogy including group work, discussion, role plays, scenario work and empathy-based inquiry. This provides opportunities for teachers to guide discussions, address concerns, and help students work through sensitive and complex issues. Craigslea State School profiles events such as

Harmony Day and NAIDOC Week to promote respectful relationships and the valuing of diversity. We deliver in Prep to 6, [a water safety and swimming program](#).

Management of Risk in School Curriculum Activities

Craigslea State School prepares risk assessment documentation in accordance with [Managing Risks in School Curriculum Activities Procedure](#) and uses the [Curriculum Activity Risk Assessment \(CARA\) Guidelines](#) to determine how foreseeable risks and hazards of curriculum activities are identified, assessed and controlled.

Pedagogy

Pedagogy at Craigslea State School is an integral part of systematic curriculum delivery. The principles of pedagogy include: the curriculum, the learning and the learner. They are the lens through which pedagogical decisions are made. We select and employ effective pedagogy practices to differentiate teaching and learning and ensure every student is engaged, challenged, feels safe to take risks in learning and supported to develop the knowledge, skills and dispositions necessary to succeed and improve in their learning and achievement.

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

They use assessment and reporting data to:

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

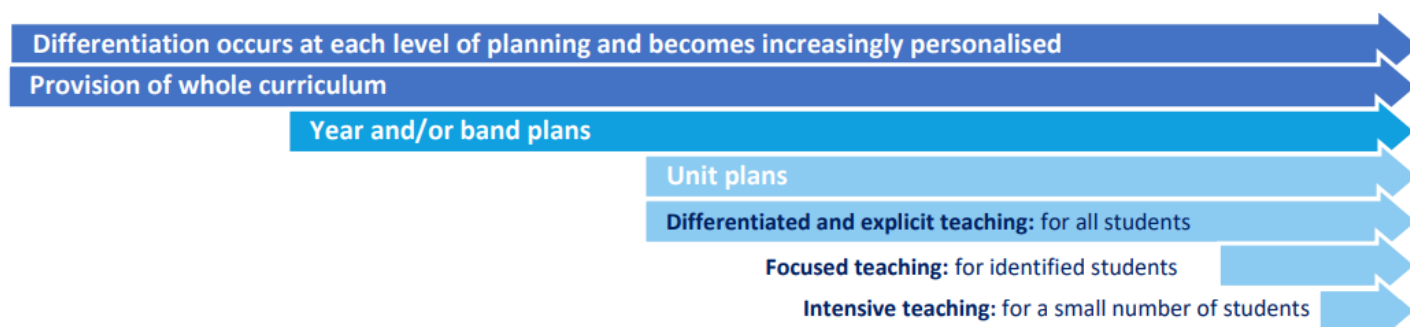
The Craigslea State School Signature Practices' document outlines the school's model of continual professional learning through instructional leadership and working in professional learning teams. This is enacted through the whole school process of **Fortnightly Intentional Collaboration (FIC)** in year level teams.

Positive Behaviour for Learning (PBL) ensures that every day, in every lesson, every student is learning and achieving within a safe, supportive and disciplined environment.

Craigslea State School enacts an **Investigations Model in Prep and Year 1**. Across all year levels **inquiry processes** and questions are embedded in units of work. These models draw from Age Appropriate Pedagogies, Walker Learning, **Curiosity and Powerful Learning and Power of Inquiry** – Kath Murdoch.

Craigslea State School adopts a whole school approach through the implementation of the school's **Literacy Framework** where differentiated strategies aligned to the **Literacy Continuum** are explicitly taught within the Australian Curriculum. Writing is used to deepen understanding reading and reading is used to deepen understanding of writing. Our drivers for improvement are collective efficacy, consistency of practice and capability enhancement.

A Whole-School Approach to Support Student Learning & Diversity



Differentiated and explicit teaching for all students means teaching that becomes increasingly personalised through the identification and removal of barriers to learning, and through adjustments that do not impact the integrity of the curriculum. **The Process for differentiating unit planning** (Analysing Assessment and Reporting Data, Investigate the Summative Assessment, Consider the Teaching Sequence and Evaluate the Impact of Differentiation) supports teachers to differentiate unit planning in response to the diverse needs of students in their class, and identified groups and individuals. Craigslea State School differentiates instruction in response to data and day-to-day monitoring that indicates the particular learning needs of students. Teachers purposefully plan a variety of ways to: engage students; assist them to achieve the expected learning; and to demonstrate their learning. The school uses a whole school approach to differentiated teaching and learning to provide the curriculum in ways that meets the diverse learning needs of all students including the unique needs of Aboriginal and Torres Strait Islander, students from culturally and linguistically diverse backgrounds, students who identify as LGBTIQ, students living in out-of-home care, students with disability, students with mental health needs and gifted and talented students. Each student has the ability to learn and can demonstrate progress in their learning.

Differentiated and explicit teaching for all students

The **Differentiation Checklist** embedded within school unit plans is used to vary the process, product, content and environment pathways supporting students to achieve. Our school's **inclusive model** ensures all staff are focused on supporting all students to reach the next step in their learning. This is enacted through the work of targeted learning teams who meet fortnightly to interrogate the data and devise plans and strategies to tailor support for each group of students to overcome their learning gap or build further on their strengths. Each Targeted Learning Team consists of classroom teachers, teacher aides and a **Targeted Learning Teacher**.

Craigslea State School uses goals from the [Literacy Continuum for Reading and Writing](#) as well as [Numeracy Goals](#) to target teaching and to monitor student progress.

Craigslea State School has adopted a **case management process** by which individual students (below standard, at standard & above standard) are analysed to improve curriculum provision and delivery across the classroom through the use of high impact strategies. The Student Support Services Committee meets fortnightly to discuss potential opportunities for focused and intensive teaching and/or assessment for referred students. Previously referred students are regularly reviewed and monitored within this meeting.

Focused teaching for identified students

Focused teaching for groups and individuals is planned in response to formative assessment which at Craigslea State School occurs through fortnightly intentional collaboration and year level meetings. It includes supporting or extending

understandings and/or skills from particular content descriptions through effective pedagogical practices and teaching strategies. Focused teaching may include:

- activating prior knowledge by making explicit connections to new learning;
- drawing on the general capabilities and/or cross curriculum priorities;
- focusing on the literacy and language demands;
- pedagogical practices and teaching strategies such as scaffolding;
- varying the pace of teaching and learning, allowing more time for deeper investigation or fast tracking the learning.

Focused teaching may be documented in OneSchool in either the Class Dashboard, Support Provisions or within Personalised Learning Plans. Support staff (e.g. Targeted Learning Teachers, internal departmental support staff and external agencies) work collaboratively with class teachers to provide focused teaching and support. Focused teaching is aligned to the class program.

Gifted and talented students may require enrichment and/or extension to develop in-depth knowledge and understanding. Please see our [Craigslea State School Gifted and Talented Education Policy and Action Plan](#) for further information. Identified Targeted Learning Teachers have been trained as Gifted and Talented Education Mentors to provide additional expertise in meeting the needs of these students.

Students with English as an additional language or dialect (EAL/D) require additional support as they engage with the curriculum through Standard Australian English. Such support needs to be through specific teaching approaches to build a language foundation for successful classroom learning. Teachers are supported by the EALD specialist teacher to identify a student's English Language proficiency using the [Bandscales State Schools \(Queensland\) for EAL/D Learners](#), and provide focused teaching to meet the particular language learning needs within their classroom context.

Intensive teaching for a small number of students

Intensive teaching for individual students is provided in response to the analysis of monitoring tasks and diagnostic tools and addresses specific understandings and skills. It includes supporting or enriching specific and discrete understandings and skills from particular content descriptions. Intensive teaching may include

- : • adjusting the learning focus using general capabilities and/or cross curriculum priorities;
- developing personal and specific learning goals;
 - close monitoring through observation and careful analysis of student responses to tasks;
 - collaboration with support staff;
 - investigating and using alternative pedagogies and additional resources;
 - scaffolding the literacy and/or language demands;
 - use of assistive technology.

Schools provide support for a small number of students who require intensive teaching, following focused teaching, as they continue to perform substantially below, or above, year-level expectations in a learning area/subject or across the whole curriculum. A small number of students may require frequent individual behaviour support. These students after discussion within the Targeted Learning Team are referred (in consultation with their parent/carer) to the Student Support Services

Such intensive support may be enacted for a short period of time, for particular aspects of the curriculum or behaviour skills, or for a prolonged period of time. Frequent and explicit instruction, with individuals or in small groups, to develop sequential mastery of basic concepts, skills and knowledge is required.

At Craigslea, intensive teaching addresses the individual nature and acute impact of barriers to learning and participation to meet the unique needs of Aboriginal and Torres Strait Islander, students from culturally and linguistically diverse backgrounds, students who identify as LGBTIQ, students living in out-of-home care, students with disability, students with mental health needs and gifted and talented students. This may require a multi-disciplinary approach. A small number of students requiring Individual Behaviour Support Plans who continue to display behaviours that are deemed complex and challenging. In these cases, functional-based behaviour assessment, support plans and multi-agency collaboration may be provided to support the student.

The documentation of intensive teaching at Craigslea occurs within Support Provisions and Personalised Learning Plans on One School. These actions are monitored, analysed, discussed and further actioned within the Student Support Services Committee.

INDIVIDUAL CURRICULUM PLANS FOR STUDENTS

All students are entitled to access and participate in all eight learning areas of the Australian Curriculum, **without exception**. Students often demonstrate a range of performance on a five-point scale against achievement standards. Following interrogation of student responses to the differentiated, focused and intensive teaching provided, a small percentage of students may be identified as requiring a different year or band of years curriculum in some or all learning areas and/or subjects. An Individual Curriculum Plan (ICP) is only for those students who are consistently achieving outside that range even with differentiated, focused and intensive teaching. An ICP is provided in consultation with and with the agreement of parents/carers. This is so a student can continue to learn, in an age-equivalent context, alongside their similar-aged peers, enabling access to an achievement standard one or more years above or below the student's enrolled year level.

Craigslea State School's ICP Policy outlines consistent school-wide processes to identify and support or extend students who require an ICP in some or all learning areas, either on enrolment or through ongoing inquiry.

ASSESSMENT

The purpose of assessment is to monitor and gather evidence of student learning and achievement. At Craigslea State School, assessment is seen as assessment **as** learning and assessment **for** learning (Formative Assessment) and assessment **of** learning (Summative Assessment). The primary purpose is to improve students' learning and teachers' teaching as both respond to the information it provides. Craigslea State School's whole curriculum plan outlines assessment provisions for each key learning area. This ensures that all aspects of the relevant achievement standards are covered and evidence of student work is gathered to demonstrate how they meet these standards. Unit plans forefront assessment for each learning area specifying the range and balance of summative assessment.

Assessment as Learning helps students to take more responsibility for their own learning. One of the ways we are developing these strategies with Craigslea students is tracking and monitoring reading, writing and numeracy goals using the Literacy Continua and the Maths Monitoring Audit for each year level (C2C Resource). These goals are revisited individually on a regular basis and form the bases of what the next step will be in the student's learning. Teachers are working on the use of "[Bump It Up Walls](#)" for key assessment tasks allowing students to see where they are in their learning and what they need to do to move forward.

Assessment for Learning is an ongoing process that arises from the interaction between teaching and learning. This type of assessment is **formative assessment**. Formative assessment provides evidence to monitor and provide feedback on student learning and informs differentiation of teaching and learning. Assessment for learning helps teachers gather information to:

- plan and modify teaching and learning programs for individual students, groups of students and the class as a whole,
- pinpoint students' strengths so that both teacher and students can build on them, and
- identify students' learning needs in a clear and constructive way so they can be addressed.

Assessment for learning uses a range of approaches. These may include:

- Day to day activities such as [learning conversations](#); using the [Sharratt Questions](#).
- Notes taken by the teachers during observations
- Students self and peer assessments
- Analysis of a students' work
- Monitoring tasks
- [Assessment tools](#) such as written items, structured interview questions and checklists.

Monitoring Tasks are planned and designed to track student progress, and provide the curriculum in ways that meet the needs of learners. It is incorporated as a regular part of teaching and learning. Craigslea State School uses Early Start and the P to 10 Literacy Curriculum to track progress and generate purposeful data about literacy and numeracy capability, and how to best support students to meet the demands of the curriculum. Teachers provide **targeted feedback** on monitoring tasks and tools specific to the individual student. Feedback should:

- Relate directly to the learning aligned to the Australian Curriculum learning areas and/or subjects;
- Focus on the quality of the student response and how to improve it
- Reflect the student's learning goals
- Encourage self-regulation.

Diagnostic Tools are used to gather further evidence of student progress and to inform teaching and learning, as well as any differentiation that may be required. It is not used in the reporting of student academic achievement. Craigslea State School uses a variety of tools including PAT-R, PM and PROBE to assess reading and PAT-M to assess maths. Diagnostic assessment is scheduled on One School and time-tabled in the [Craigslea State School Assessment Overview](#).

Standardised assessments are used for:

- Students and parents/carers to compare performance against national benchmarks.
- Teachers to identify student performance and triangulate against assessment and reporting data.
- Schools to map student progress, identify strengths and weaknesses in systematic curriculum delivery and set improvement goals.

At Craigslea State School we administer standardised assessments in Year 3 and 5 within in the National Assessment Program. In Terms 4 of Year 2 and 4, we use trial assessments to familiarise students with the National Assessment format and identify potential strengths and gaps in the literacy and numeracy learning of students.

Assessment of Learning or Summative Assessment provides opportunities for students in the context of the task to demonstrate:

- Depth of content understandings.
- Sophistication of skills.
- Application of communication and/or practical performance skills appropriate to the audience and purpose.

Summative assessment provides evidence of student learning against the relevant achievement standards. Fore-fronting summative assessment as part of systematic curriculum delivery ensures the alignment of curriculum and assessment. Teachers administer summative assessment for the purposes of reporting to parents/carers and to gather evidence against the relevant achievement standards.

Marking guides attached to each task, use the relevant achievement standards and assessable elements, and allow teachers to judge the quality of evidence of student achievement demonstrated in the assessment. Summative tasks administered should also comprise of a task sheet that clearly explain to the students what they need to do.

Tasks should cater for students with diverse learning needs by providing **equitable access for all students**. These assessments are mostly done at the end of the task and/or unit of work but should be split up into manageable segments.

Marking guides

- Provide a way of describing student achievement with reference to the relevant achievement standards.
- Are an accountability mechanism for teachers to make on-balance judgements about the quality of evidence demonstrated in a student response to a summative assessment task.
- Make transparent judgments are made about the quality of evidence demonstrated in the student response to a summative assessment task.
- Are used to provide feedback specific to the individual student focused on the quality of their performance, and to inform teaching and learning.
- Support whole school moderation processes to align curriculum, pedagogy, assessment and reporting.

Assessment Folio

Teachers at Craigslea State School maintain an [assessment folio](#) for each student. An assessment folio contains responses to summative and diagnostic assessments together with their goal tracking sheets and/or folder for Reading, Writing and Numeracy as well as Personalised Learning Plans and Individual Curriculum Plans where relevant. A student folio assessment should contain:

- Summative assessment tasks for each unit.
- Student response to each summative assessment task.
- Related marking guide for each summative assessment task with comments on the evidence in the student response that demonstrates aspects of the achievement standard being assessed for each assessable element.
- An overall level of achievement for reporting purposes.
- Diagnostic assessments.
- Goal tracking sheets and/or folders.

- Personalised Learning Plan if relevant.
- Individual Curriculum Plan if relevant.

Assessment folios must be retained for the full year and passed onto the next year level teacher. When the folio is passed to the next teacher, the summative tasks should be retained until the end of Semester One. All diagnostic assessments, goal tracking sheets and/or folders, Personalised learning plans and Individual Curriculum Plans need to be retained in the folders throughout the student's education at Craigslea.

Special Provisions to Assessment

Special provisions in the conditions of assessment are applied consistently across the school. This reflects differentiation or adjustments made to curriculum delivery. **Special provisions are not adjustments to the relevant achievement standard on which student work is judged. They do not involve compensating for what the student does not know or cannot do.**

Types of special provisions are:

- Presentation: Changing how an assessment appears or is communicated to a student from the regular format. E.g: Being read to rather than reading if reading itself is what is not being assessed.
- Response: Allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this does not compromise what is specifically being assessed.
- Setting: Changing location including the physical or social conditions in which the assessment is completed.
- Timing: Allowing the student a longer time to complete the assessment or change the way the time is organised or when the assessment is scheduled.

Who should be considered for special provision? At Craigslea State School, students requiring special provision are identified under the Disability Discrimination Act identification process. These include:

- Students with disability such as those of a sensory, motor and/or neurological nature.
- Students for whom English is an additional language or dialect
- Students who are gifted and talented
- Students with short-term impairments such as glandular fever or fractured limbs.

These provisions and adjustments should occur for all types of assessment e.g: Formative, Summative, Diagnostic and Standardised.

Moderation

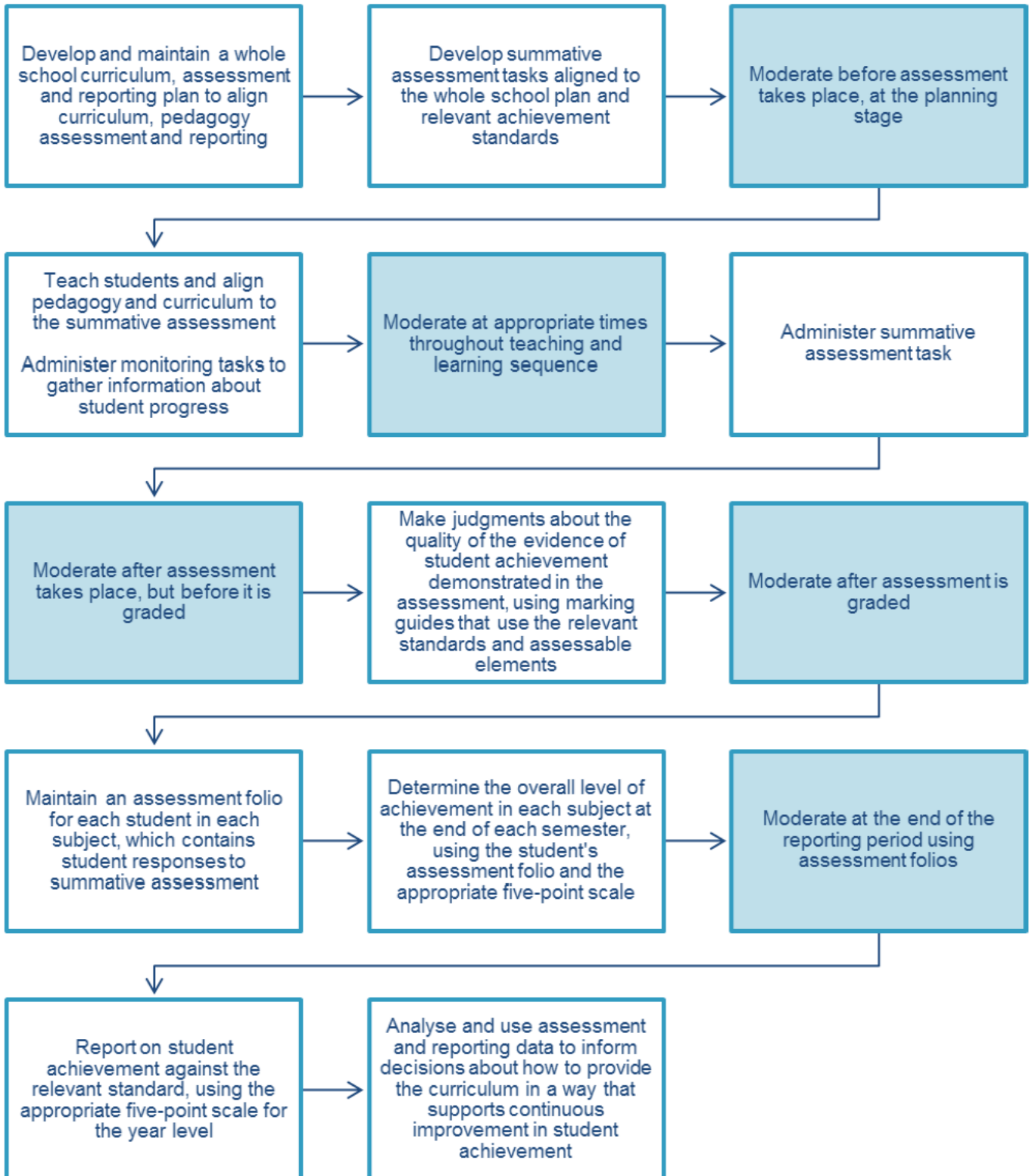
At the end of the reporting period, teachers use assessment and reporting data to engage in professional conversations and sharing as part of a [cycle of inquiry](#) to identify and respond to problems of practice and to inform next steps in teaching and learning. Craigslea State School engages in moderation processes with other local schools (Northgate SS and Stafford SS) to improve consistency of teacher judgement between schools.

Whole school moderation processes ensure:

- Consistency of judgements about student achievement on individual summative assessment tasks against aspects of the relevant achievement standards.
- Accuracy of judgements about overall levels of achievement (using student assessment folios) for reporting against the relevant achievement standards at the end of each semester.

For effective moderation, teachers should annotate student work samples and use model responses for summative assessment.

WHOLE SCHOOL MODERATION: BEFORE AFTER AFTER END MODEL



REPORTING

Assessment and Reporting Data

Student assessment and reporting data supports the continuous improvement in student achievement.

Assessment at reporting data in prep to year 10 includes:

- the school's long term plan for the provision of the whole curriculum.
- the plans for assessment in the three levels of planning.
- formative assessment data (monitoring, diagnostic and standardised assessment).
- summative assessment data about student achievement against relevant achievement standards and related assessable elements.
- reporting data against the appropriate five point scale.
- data collated using whole school moderation processes.
- other local informing evidence.

Schools use this data to:

- inform teaching and learning to meet individual student needs.
- quality assure assessment and moderation practices and processes in ways that support consistency of teacher judgements and accuracy of reporting against the relevant achievement standards for each learning area and/or subject in each year and/or band.
- improve provision of the whole curriculum in ways that support continuous improvement in student achievements.

Craigslea State School Reporting Process

At Craigslea State School, parents are offered an informal interview in Term 1 and Term 3, for teachers to share information and to discuss children's educational performance at the school. This includes:

- a child's progress at that point in time.
- the next set of learning goals and ways in which parents can support their child with their learning at home.

Parents can provide useful information to teachers at these meetings about their child which further helps the teacher to understand the social, emotional and academic needs of their students. In Term 2 and 4, Craigslea State School provides written reports to parents with the offer of a face-to-face interview. Reporting comments at Craigslea are structured using "Know, Grow and Glow" statements, to avoid educational jargon and provide parents with information about what their child has learned; the areas of their learning in which they demonstrated success and a statement about the next step in their learning. Details of this can be found in our [Craigslea State School Reporting Guidelines](#).

Schools report to parents on student achievement against the relevant achievement standards for each learning area/subject. Reporting is part of communicating with parents and building the school-parent partnership to improve student learning. 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 .
- how the student may be able to improve.

Written reports

Schools use the appropriate template in OneSchool to complete written reports to parents. These report student achievement for each learning area/subject studied in the reporting period. Student effort and behaviour is also reported. Schools choosing to provide additional information on aspects of particular learning areas or subjects can use the comments section of the report for this purpose.

Comparative reporting

On request from a parent for information about their child's performance relative to that of other students, the school provides a comparison of the student's peer group at the school — subject to the privacy of individual students being maintained. This may not be possible for students with an Individual Curriculum Plan. Schools may choose one of two formats in OneSchool to provide this comparison which shows the number of students in each of five achievement reporting scale ratings. Reporting scales vary across the years of schooling. The table below shows how the naming of five-point scales.

	Prep	Years 1 – 2	Years 3 – 6
Achievement	Australian Curriculum: <ul style="list-style-type: none"> ▪ Applying ▪ Making Connections ▪ Working With ▪ Exploring ▪ Becoming Aware Queensland curriculum: <ul style="list-style-type: none"> ▪ Comment 	<ul style="list-style-type: none"> ▪ Very High ▪ High ▪ Sound ▪ Developing ▪ Support Required 	<ul style="list-style-type: none"> ▪ A ▪ B ▪ C ▪ D ▪ E
Effort and Behaviour	<ul style="list-style-type: none"> ▪ Comment 	<ul style="list-style-type: none"> ▪ Very High ▪ High ▪ Sound ▪ Developing ▪ Support required 	<ul style="list-style-type: none"> ▪ Excellent ▪ Very good ▪ Satisfactory ▪ Needs attention ▪ Unacceptable

Reporting against what is taught and assessed

Reporting in Prep to Year 10

Each semester, schools report on student achievement in the aspects of an achievement standard that have been taught and assessed during the reporting period. At the end of the semester, in which the achievement standard is completed, the teacher makes an on-balance judgement about the student's overall level of achievement for the achievement standard. This judgement is based on the evidence of student performance from the students' assessment folio and takes into consideration the most recent evidence.

Reporting is based on evidence

Reports reflect:

- judgments about the quality of student learning, based on evidence collected during the reporting period.
- the student's most consistent level of achievement with consideration to more recent evidence.

The evidence of each student's achievement is collected using a range of assessments aligned to the curriculum. This assessment folio provides the basis for reporting judgments about the student's overall level of achievement in the learning area/subject.

Reporting uses on-balance judgments

Teachers make on-balance judgments about the quality of student work in the assessment folio, that is, how well the student has met those elements of the achievement standard that have been taught and assessed during the reporting period. A level of achievement is then awarded using a five-point scale (A-E or equivalent depending on the year level as shown in the previous table).

Reporting for diverse students

Students who receive **highly focused and intensive teaching** on a particular aspect of a learning area/subject are still assessed and reported against their year-level achievement standard for that learning area/subject.

Students provided a **different year-level curriculum** than their age cohort for an entire learning area/subject are assessed and reported against the achievement standards for the year-level curriculum they are taught. Reporting for these students uses the five-point scale specified for their age rather than the scale related to the year level of the curriculum they have been taught.

Students on a **highly individualised curriculum** are assessed and reported against the learning expectation identified in their Individual Curriculum Plan. Reporting for these uses the appropriate highly individualised reporting scale.

Students learning **English as an additional language or dialect (EAL/D)** in their first 12 months of Australian schooling can be exempt from 5-point-scale reporting if necessary. For these students, reports are to contain a written statement about the student's:

- English language proficiency against the Bandscales State Schools (Queensland)
- achievement in the learning areas/subjects of the curriculum if appropriate.

Reporting for students on a highly individualised curriculum

A small number of students are learning targeted literacy and numeracy skills using the extended levels of the [General capabilities](#) in the Australian Curriculum — within the context of a particular learning area/subject. For these students, reporting should:

- be consistent within and across schools

- reflect the learning expectations previously agreed with parents and aligned with the Australian Curriculum.

One School provides teachers and parents common and consistent terms to describe these students' achievements against their individual learning expectations.

Developing learning expectations

Schools and teachers adjust the teaching and learning program and identify appropriate learning expectations for the next semester by:

- identifying the student's learning and support needs from a range of evidence of their performance.
- drawing from the age-equivalent learning area content that is relevant to individual learning needs — this provides the context(s) for learning.
- using the targeted General capabilities to adjust the learning focus.
- planning to address the identified learning expectations in the learning areas, and throughout the school day.

These learning expectations are recorded in the student's Individual Curriculum Plan and are agreed upon with parents.

Using the Australian Curriculum including the extended General capabilities

The extended General capabilities Literacy (Levels 1a – 1d); Numeracy (Level 1a) are key enablers of learning for students on a highly individualised curriculum. For students requiring teaching designed to develop intentional responses, teachers should refer to Level 1b of the Literacy continuum to identify a focus for learning. The skills and knowledge described from Literacy Level 1b; and at the beginning of the Numeracy continuum (Level 1a) assume students are able to communicate with intent.

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

For students using General capabilities Literacy levels 1a – 1b in a learning area context

Reports:

- use the terms either: *Demonstrating* or *Not yet demonstrating*.
- reflect learning expectations in the Comments section.

For students using General capabilities Literacy levels 1c –1d and Numeracy level 1a in a learning area context

Reports:

- identify achievement in a learning area using standard names for the five points on the reporting scale.
- the degree of knowledge and understanding.
- the degree and use of skills.
- Comments apply the standard descriptors to the learning expectations.