



# OAKEY STATE HIGH SCHOOL

## Whole School Approach to Curriculum, Assessment and Reporting

### CURRICULUM

Curriculum planning is essential for contextualising curriculum content and assessment to meet the needs of all students. Effective curriculum planning supports:

- High expectations for all students.
- Alignment of teaching and learning with assessment and reporting.
- School based assessment for learning.
- Teachers professional judgment
- Individualised learning.

### Elements for effective planning

Curriculum and assessment planning is guided by six interdependent elements. The six elements and their relations are illustrated in Figure 1.



The six elements can be used in any sequence but all should be considered when planning to strengthen alignment of curriculum, teaching, learning, assessment and reporting.

- Identify Curriculum
- Develop Assessment
- Plan Teaching and Learning
- Make Judgments
- Moderate
- Evaluate and quality assure

### Three Levels of Planning

Oakey State High School, in line with the P – 12 Curriculum, Assessment and Reporting (CARF) Framework and QCAA Planning for teaching, learning and assessment (P-10), plans at three levels.

### Whole school Curriculum and assessment planning

The whole school curriculum and assessment plan:

- Outlines how the teaching and learning supports system priorities and the school's vision, beliefs and context
- Shows how learning is sequenced and develops within and across the year levels/bands
- Shows how teaching, learning, assessment and reporting are aligned
- Links to data and evidence about student achievement and progress to inform decisions about teaching and learning.

## Year level curriculum and assessment planning

OSHS year level planning is overseen by the year level coordinator for each subject and is approved by the Head of Department responsible for the learning subject.

A year level plan identifies the specific teaching, learning and assessment within a learning area for each year level. It clarifies the curriculum intent and ensures coverage, balance and responsiveness across the year. It informs the whole school plan and guides the development of the unit overviews.

A year level curriculum and assessment plan:

- Outlines the sequence of learning and assessment for the year, ensuring that required content, general capabilities and cross-curriculum priorities are taught
- Reflects the development of knowledge, understanding and skills within a year level band
- Includes how the program provides multiple opportunities to learn concepts and practise skills, and apply these to a range of contexts with increasing autonomy
- Identifies how evidence of student learning is gathered, and how students have multiple opportunities to demonstrate the achievement standards
- Shows how consistent judgments are made about student achievement and progress, and when feedback should be given to students and parents/carers
- Links to other learning areas (where appropriate)

## Unit planning

A unit plan is developed collaboratively with the teaching team and a master unit plan is prepared by the Year level coordinator and implemented by the classroom teacher.

Unit overviews identify the specific curriculum content, teaching strategies and assessment. They are informed by the whole school plan and the year level plan.

A unit overview:

- Identifies the focus and context for learning
- Identifies relevant aspects of the achievement standard
- Identifies related content descriptions to support teaching and learning
- Clarifies the evidence of learning that will be gathered in the assessment
- Provides a marking guide illustrating the depth and breadth of learning across a five point scale (A-E)
- Links to prior and future learning and to other learning areas if appropriate
- Outlines teaching and learning strategies that reflect the nature of the learning area
- Includes appropriate pedagogy to support and engage all students in their learning
- Outlines adjustments necessary to cater for the varied needs, abilities and interests of students
- Embeds feedback opportunities within the teaching and learning process.

## ASSESSMENT

OSHS Assessment and Moderation processes are in line with the requirements outlined for assessment and moderation in the P-12 curriculum, assessment and reporting framework (CARF).

**Assessment** is an integral component of systematic curriculum delivery. Teachers plan and implement assessment to monitor and gather evidence of student learning and achievement against the relevant Australian Curriculum achievement standards. Teachers use assessment and reporting data to provide the curriculum in a way that supports continuous improvement in student learning and achievement.

- The assessment schedule for each year level is published to students and carers by the end of week 3 each term.
- An assessment task template is located  
G:\Coredata\Teachers\CurriculumStore\Templates

### Summative assessment

Summative assessment provides evidence of student learning against the relevant achievement standards for each learning area and/or subject in Prep to Year 10. The summative assessment for each learning area and/or subject is specified in the Year Plan and each Unit Plan for each semester taught.

Summative assessment is planned and described with increasing degrees of detail within the three levels planning. Summative assessment is designed in relation to the assessable elements for the learning area and/or subject and 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 opportunities for students to:

- interrelate understandings and skills derived from aspects of the achievement standard being assessed
- demonstrate a range of performance against each aspect of the achievement standard being assessed (using the appropriate five-point scale).

Tasks cater for students with diverse learning needs by providing equitable access for all students. *Special provisions are noted* in the conditions of assessment. Fore fronting summative assessment as part of systematic curriculum delivery ensures the alignment of curriculum and assessment.

OSHS administers summative assessment for the purposes of reporting to parents/carers, and to gather evidence against the relevant achievement standards. Teachers will administer summative assessment in each unit plan that includes a task sheet, specifies the assessment conventions, and provides a marking guide.

### Marking Guides

Teachers create marking guides for each summative assessment. The relevant achievement standard provides a fixed reference point for describing expectations about the quality of student work at the 'C' standard.

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 judgments about the quality of evidence in a student response to a summative assessment task
- make transparent how judgments are made about the quality of the 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.

Marking guides are contextualised to the task and specify:

- a purpose statement that describes the focus of the assessment in relation to aspects of the achievement standard being assessed (it foregrounds the relative significance of each assessable element being assessed)
- assessable elements that group the valued understandings and skills described in the relevant achievement standards
- task-specific standard descriptors that describe the range of performances (using a five-point scale) against the aspects of the achievement standard and related assessable elements being assessed
- the appropriate five-point scale that is used to award a level of achievement for the student response that contributes to the student's assessment folio.

### Student Assessment Folio

All classroom teachers maintain an assessment folio for each student in each learning area and/ or subject. An assessment folio contains student responses to summative assessments.

Teachers create student assessment folios that collect evidence of student achievement, specifically summative assessment that provides evidence of student learning against the relevant achievement standard for each learning area and/or subject for reporting purposes. The folio correlates to the year and/or band plans and mark books for each learning area and/or subject.

A student assessment folio should contain a:

- summative assessment task for each unit
- student response to each summative assessment task
- related marking guide for each summative assessment task with:
  - annotations about evidence in the student response that demonstrate aspects of the achievement standard being assessed for each assessable element
  - on-balance teacher judgments about student performance for each assessable element
  - an overall level of achievement for reporting purposes at the end of each semester.

Faculty Heads of Department ensure that student assessment folios are disposed of in compliance with legislation, standards, accountability, and community requirements. OSHS ensures that the retention schedule allows for school accountability in relation to reporting to parents/carers about student achievement against the whole achievement standard for each learning area and/or subject in each year and/or band. For learning areas and/or subjects with banded curriculum (that is, achievement standards that cover more than one year), processes for retaining folios for longer periods are in place.

Teachers use the student's assessment folio, at the end of each semester, to determine the overall level of achievement in each subject using the appropriate five-point scale for the curriculum subject.

Teachers use the assessment folio to:

- track student progress in demonstrating evidence against the whole achievement standard for each learning area and/or subject in each year and/or band
- record student performance against each of the assessable elements and the overall level of achievement awarded for each summative assessment task
- make an on-balance judgment about a student's performance against the relevant achievement standards for each learning area and/or subject in each year and/or band
- moderate at the end of the reporting period to determine the overall level of achievement in each learning area and/or subject using the appropriate five-point scale
- award an overall level of achievement for reporting purposes based on student responses to summative assessment for each learning area and/or subject at the end of each semester
- report the overall level of achievement awarded for each learning area and/or subject in each year and/or band to parents/carers at the end of each semester.

Summative assessment data is used by:

- students and parents/carers to monitor student performance against the relevant achievement standards for each learning area and/or subject in each year and/or band
- teachers as evidence to support professional conversations and moderation processes; and to identify and respond to problems of practice
- schools as part of the *School Improvement Model*, to triangulate against other informing evidence; and to identify strengths and weaknesses in systematic curriculum delivery and set improvement goals.

## **Formative assessment**

Formative assessment provides evidence to monitor and provide feedback on student learning; and informs differentiation of teaching and learning. Student progress is monitored using formative assessment in Prep to Year 10 including: monitoring tasks; diagnostic tools; and standardised assessment.

### Monitoring tasks

Teachers plan and design a range of formal and informal monitoring tasks in each unit to track student progress and provide the curriculum in ways that meet the needs of learners. It is incorporated as a regular part of teaching and learning. Teachers may also use monitoring tools such as *Early Start* and the *P-10 Literacy Continuum* to track progress and generate purposeful data about literacy and numeracy capability in ways that 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 in each year and/or band
- focus on the quality of the student response and how to improve it
- reflect the student's learning goals
- encourage self-regulation.

Monitoring task data informs differentiation of teaching and learning. It is not used in reporting of student academic achievement. Teachers record information about the administration of monitoring tasks and/ or tools, where appropriate, in unit plans as part of the three levels of planning. Results may be recorded in OneSchool.

### Diagnostic tools

Teachers administer diagnostic tools when more detailed information is required about discrete skills that relate to learning. Diagnostic assessment data informs differentiation of teaching and learning. It is not used in reporting of student academic achievement. Teachers may record information about the administration of diagnostic tools, where appropriate, in unit plans as part of the three levels of planning. Results may be recorded in OneSchool.

### Standardised assessments

Standardised assessments measure students' understandings and skills, developed over time by teaching the curriculum, against national standards. Teachers record information about administration of standardised assessment, where appropriate, as part of the three levels of planning. Results are recorded in OneSchool.

Standardised assessment data is used by:

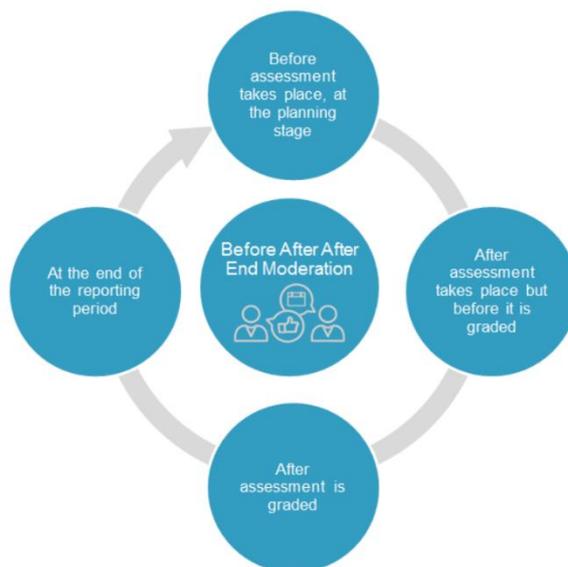
- students and parents/carers to compare performance against national benchmarks
- teachers to identify student performance and triangulate against assessment and reporting data
- schools to map student progress, identify strengths and weaknesses in systematic curriculum delivery and set improvement goals
- school systems and governments to support teaching and learning, and resource allocation for school improvement.

National testing is conducted each year where students participate in testing under the *National Assessment Program - Literacy and Numeracy (NAPLAN)* to assess the skills of all students in Years 3, 5, 7 and 9 in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

## MODERATION

**OSHS Moderation** processes align curriculum, pedagogy, assessment and reporting; it promotes professional conversations and builds teaching expertise, provides consistency to the delivery of curriculum and assessment, and informs differentiation to meet individual student needs.

Moderation is a process undertaken at multiple junctures to ensure professional judgments about individual **summative assessment** and **assessment folios** are consistent and comparable.



Ideally, moderation is an iterative and cyclical process. Moderation should occur:

- before **assessment** takes place at the planning stage, and at appropriate times throughout teaching and learning
- after assessment takes place, but **before it is graded**
- after assessment is graded
- at the end of the reporting period using **assessment folios**.

For effective moderation, teachers may annotate student work samples or use model responses for summative assessment. This will also support teachers to deepen understandings of the curriculum and expectations about the quality of evidence in student work required to demonstrate the relevant achievement standards.

## REPORTING

Reporting and legislative requirements are specified in the *P-12 curriculum assessment and reporting framework* and are informed by the *National Education Agreement*.

**Academic reporting** involves communicating information to parents, carers and students about student achievement and progress for each learning area/subject undertaken, at a point in time. Student effort and behaviour is also reported. Reporting builds 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.

In addition to providing written reports at least twice a year, schools offer parents opportunities to discuss their child's educational performance at the school with their child's teacher(s).

## **Reporting in Prep to Year 10**

For each reporting period, OSHS reports separately on each learning area/subject taught. Students are assessed and reported against the achievement standard for the year/band of years taught. The report represents the student's level of achievement at the time of reporting. Reporting scales are provided in detail in the reporting policy and procedure.

Each term, OSHS reports on student achievement in the aspects of an achievement standard that have been taught and assessed during the reporting period. This on-balance judgement is based on the evidence of student performance in the assessment folio.

At the end of the year 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 in the assessment folio. It takes into consideration the most recent evidence.

- Reports are published to parents four times a year at the end of each term and timelines for reporting are published on the school calendar and in line with the reporting policy and procedure.
  
- Parent Teacher Evenings occur twice per year in Week 2 of Term 2 and Term 3.

## **EVAULATE AND QUALITY ASSURE**

At the end of each semester, each unit of work is evaluated at moderation checkpoints, teacher discussions inform planning for the implementation of the unit in the following year.



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## Behaviour and Effort Matrix

|  | A   | B   | C  | D  | E   |
|--|---|---|--|--|---|
| EFFORT   | Excellent   | Very Good   | Satisfactory   | Needs Attention  | Unacceptable  |
| Classroom  | Student actively engages in and completes all lesson activities. Student is always on time to class.  | Completes all tasks to a high standard, and often actively engages in lesson activities. Student is always on time to class.  | Student engages in lesson activities and completes work to an acceptable standard. Student is always on time to class.   | Sometimes engages in and completes lesson activities to an acceptable standard. On occasion, student is not prepared for the lesson. Student is sometimes late to class but not often.   | Lesson work not completed to an acceptable standard on several occasions. Student refuses to engage in classroom activities often. Student does not bring required equipment to lesson. Student is often late to class.   |
| Assessment   | Always hands in assessment according to the assessment policy. Teacher feedback always acted upon.  | Submission of completed assessment. Feedback provided by Teacher is mostly applied.   | Submission of complete assessment on time and according to assessment policy.  | Student does not use class time effectively to complete assessment.  | Late or incomplete assessment.  |
| BEHAVIOUR  | Excellent   | Very Good   | Satisfactory   | Needs Attention  | Unacceptable  |
| <p>A REPPS student:</p> <p><b>RESPECT</b><br/>Be polite, accept differences, Follow directions, Care for self, others and property</p> <p><b>EXCELLENCE</b><br/>Set goals &amp; try to achieve them, Challenge yourself, Learn from your mistakes, Show commitment</p> <p><b>PERSONALITY</b><br/>Be honest and trustworthy, Be a positive role model, Choose your attitude, Cooperate with others</p> <p><b>PARTICIPATION</b><br/>Take responsibility for your own learning, be motivated, be organised, Follow school procedures</p> <p><b>SAFETY</b><br/>Speak Up, Speak Out, think safely, work safely, Play safely</p> | <p>Student respects their own and others learning by <b>ALWAYS</b> showing the qualities of a REPPS student to a <b>very high standard</b>.</p> <p>Student always demonstrates kindness, exemplary manners and respect when interacting with peers, staff and / or wider community.</p> | <p>Student <b>nearly ALWAYS</b> respects their own and others learning by showing the qualities of a REPPS student to a <b>high standard</b>.</p> <p>Student takes personal responsibility by accepting rules, consequences and feedback.</p> | <p>Student respects their own and others learning by <b>GENERALLY</b> showing the qualities of a REPPS student.</p> <p>As a result of teacher-applied consequences, student behaviour has improved to an acceptable standard by the end of the reporting period. (e.g., detentions, restorative chat, phone call home/parent teacher interview).</p> | <p>Students behaviour is disruptive, impacting on their own learning and / or the learning of others.</p> <p>Student does not take responsibility for their own behaviour and continues to display an <b>UNSATISFACTORY</b> level of behaviour in the classroom.</p> | <p>Persistent disruptive behaviour impacting on the learning of others / safety of others requiring student to be withdrawn from the class and sent to a buddy class / HOSS / DP on more than one occasion in the term.</p> <p>Student has participated in teacher applied consequences (e.g., detentions, restorative chat) <b>BUT</b> despite this support the student's behaviour continues to be <b>UNACCEPTABLE</b>.</p> |