



Big opportunities for everyone, Small enough to care.

Longreach SHS Curriculum, Assessment and Reporting Framework Year 7 – Year 12

Aligned to version 8 of the Australian Curriculum (7-10) and the QCAA QCE requirements (11-12).



Contents

School Improvement.....	3
Vision for Longreach State High School.....	3
Overview.....	3
Documentation.....	5
Provision of the Year 7 – 10 Curriculum	5
Mapping Curriculum for Year 7 – Year 10	8
Year and/or band plans	9
Provisioning of the Year 11 – 12 Curriculum	10
Pathways	10
What types of subjects are offered?	10
What is the QCE?.....	11
How does the QCE work?.....	11
How do I plan for the QCE?	11
What is a Learning Account?.....	11
What is a Senior Statement?	12
What is the QCIA?.....	12
How does the QCIA work?.....	12
Can a QCIA student receive a Senior Statement?	12
What is an ATAR?.....	12
Curriculum Planning.....	13
Unit Plans	14
Whole School Moderation Process.....	15
Moderation schedule	16
Staff meeting planner.....	17
Assessment.....	18
Using data to lift performance	19
Summative.....	20
Formative assessment.....	20
Assessment schedule	21
Reporting.....	21





School Improvement

The Longreach State High School Curriculum, Reporting and Assessment Plan seeks to reflect the improvement of students' outcomes through a rigorous and focussed agenda to improve teacher quality. Improving the ability of the expert teaching team to deliver a quality curriculum to all students, assess and report on students as per agreed schedules that reflect both departmental guidelines and policies as well as community values.

Drawing upon the State Schooling Strategy (2019-2023), Central Queensland Region way of working, our school's Annual Implementation Plan, Longreach State High School is focussed on every student succeeding.

At Longreach State High School it is our priority to develop, maintain and effectively implement high quality curriculum programs for all students. The school is committed to developing teacher practices through professional development focusing on aspects of curriculum implementation, pedagogy and assessment and the incorporation of a proactive approach to planning and teaching.

Longreach State High School's Curriculum, Assessment and Reporting Plan is updated annually to reflect the current direction of our school priorities, curriculum, pedagogy, assessment and reporting.

Vision for Longreach State High School

Longreach State High School provides an inclusive, caring and rigorous learning environment that engages our students and challenges them to grow academically, socially, emotionally, physically and creatively to their full potential. Students are encouraged to develop a social conscience which enables them to contribute to their family, school and the wider community.

Overview

Curriculum, Reporting and Assessment Plan, in alignment with the [P-12 Curriculum, Assessment and Reporting Framework](#), (P-12 CARF), consists of the following aspects to achieve the goals of improved student outcomes:

- [School Curriculum Plan](#)
 - Provision of whole curriculum, moderation processes and assessment
 - Year and/or band plans and related summative assessment
 - Unit Plans with opportunities for moderation at multiple junctures
- [School Assessment Schedule](#)
 - Formative Assessment
 - Summative Assessment
 - [Moderation](#)
- [School Reporting Plan](#)

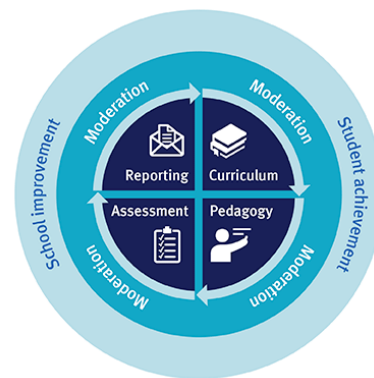
Longreach State High School uses the three levels of planning to:





- **align** (vertically and horizontally) curriculum, pedagogy, assessment and reporting of the Australian Curriculum;
- **monitor** progress towards school improvement priorities;
- **quality assure** the curriculum provision for all students using moderation and auditing processes;
- ensure **resource allocation** supports the stated vision and priorities; and
- **share** the school's plan for curriculum delivery with parents/carers and the wider school community.

Effective systematic curriculum delivery at Longreach State High School involves school leaders and teachers using whole school moderation processes to align curriculum pedagogy, assessment and reporting; and to ensure consistency of teacher judgements and accuracy of reported results against the Australian Curriculum (AC) achievement standards.



Planning discussions will also involve **pedagogical practice**. This will include what should be included in a warm-up to support the learning, what formative assessment may be useful to determine how students are on track towards the assessment task, whether tools may exist within the resource lists or other mechanisms, and how students will receive this as feedback.

[A Whole School Approach to Support Student Learning](#) caters for the learning needs of all students. Longreach State High School responds to the diverse learning needs of their students by identifying differentiated teaching and learning in all three levels of planning. This ensures that every student is supported to access and participate in the curriculum leading to continuous improvement in student achievement. Particular learning needs for individual students will be identified through the process for ICPs and ISPs. Ensuring that all student needs are identified and how support needs will be suitably in place will be negotiated during the planning session.



At Longreach State High School, we provide differentiated teaching in the classrooms as well as small group and individual support based on student need. Our [Academic Flowchart](#) and

Behaviour Flowchart provides teachers with a process for identifying students who may require further academic, social or behavioural support.

For a small percentage of students who are not yet meeting or exceeding the achievement standards for their year level, an **Individual Curriculum Plan** (ICP) may be required. Our **ICP Flowchart** and **Timelines** ensure that students on ICP's are monitored and planning, assessment and progress is reviewed consistently and thoroughly.

A small number of students will be identified as having English as an Additional Language or Dialect (EALD). Longreach State High School makes student focussed decision regarding the ongoing level of support for EALD students, based on their English proficiency and in relation





to the school context. **Bandscales** data and classroom data will be used to determine the language learning needs of EALD students.

Documentation

Longreach State High School's Curriculum, Assessment and Reporting Plan is updated annually to reflect the current direction of our school priorities, curriculum, pedagogy, assessment and reporting.

The documentation supporting the Longreach State High School's Curriculum, Assessment and Reporting plan is electronically available and accessible for all staff. Additional documents, including Pedagogical Framework, Student Learning and Wellbeing Framework, Parent and Community Engagement Framework and other policy statements aligned with the P-12 CARF, can also be located on the school's intranet, webpage and G:/Drive.

Provision of the Year 7 – 10 Curriculum

Using the recommended time allocations ([Providing the Australian Curriculum in Prep to Year 10 in Queensland state schools from 2017](#)) and taking into account the school context, Longreach State High School provides the Australian Curriculum within the three levels of whole school curriculum, assessment and reporting planning starting with the provisioning the whole curriculum.

Students at Longreach State High School are taught using **Standard Australian English**, which includes the teaching of spelling.

Provision of the whole curriculum at Longreach State High School ensures the whole Australian Curriculum will be implemented in 2021 and beyond. Longreach State High School leadership team has collaboratively made decisions about:

- the approach to curriculum
- the provision of the curriculum, including the banded curriculum
- use of resources, time and human.

Longreach State High School has given careful consideration to time allocations in ways that ensure teaching, learning and assessment are planned for learning areas:

- consistent with the guiding principles for a learning area approach or a subject specific approach for a year and/or band in faculties
- supportive of individual students' learning needs, sequential development and learning growth in a teaching, learning, assessment and reporting program across the years and/or bands of years
- appropriate to learning and assessment for the age and nature of the learner in each learning area/subject
- effective in gathering evidence of student work that demonstrates all aspects of the relevant achievement standard in a year or band.





Incorporated within the provision of the Australian Curriculum, Longreach State High School has a **Homework Policy**, a **Student Learning and Wellbeing Framework (SLaWF)** and an **Parent and Community Engagement (PaCE)** Framework. The schools pastoral care program is incorporated in the SLaWF.

Longreach State High School teachers use a pedagogical framework based around **Explicit Instruction** and the **Enquiry Cycle**, for the provision of the Australian Curriculum.

All Longreach State High School's decisions about the provision of the curriculum have been recorded in OneSchool, high school timetable, at the beginning of each academic year.





Year level		Year 7		Year 8		Year 9		Year 10	
Semester		S1	S2	S1	S2	S1	S2	S1	S2
English		U1, U2,	U3, U4	U1, U2,	U3, U4	U1, U2,	U3, U4	U1, U2,	U3, U4
Mathematics		U1, U2	U3, U4	U1, U2	U3, U4	U1, U2	U3, U4	U1, U2	U3, U4
Science		U1, U2	U3, U4	U1, U2	U3, U4	U1, U2	U3, U4	U1, U2	U3, U4
Humanities and Social Sciences	History	U1, U2,		U1, U2,		U1, U2,		U1, U2,	
	Geography		U1, U2,		U1, U2,		U1, U2,		U1, U2, (E)
	Civics and Citizenship			U1, U2,					U1, U2, (E)
	Economics and Business	U1, U2,							
Health and Physical Education		U1, U2, U3, U4	U5, U6, U7, U8	U1, U2, U3, U4	U5, U6, U7, U8	U1, U2, U3, U4	U5, U6, U7, U8	U1, U2, U3, U4(E)	U1, U2, U3, U4(E)
The Arts	Dance		U1, U2						
	Drama				U1, U2	U1, U2 (E)	U3, U4 (E)	U1, U2 (E)	U3, U4 (E)
	Media Arts			U1, U2					
	Visual Arts				U1, U2	U1, U2 (E)	U3, U4 (E)	U1, U2(E)	U3, U4 (E)
Technologies	D&T (Materials)	U1, U2				U1(E)	U2 (E)	U1(E)	U2(E)
	D&T (Food Production)		U1, U2			U1, U2 (E)	U3, U4 (E)		
	Digital Technologies	U1, U2			U1, U2				
Languages	French		U1, U2	U1, U2					
Curriculum hours provided each semester									
Curriculum hours provided each year									
Recommended hours for approximately 80% of school time each year of 1000 hours		800		800					

Mapping Curriculum for Year 7 – Year 10

Year level	Reporting period	English	Mathematics	Science	History	Geography	Economics and Business	Civics and Citizenship	Health and Physical Education	Design and Technologies	Digital Technologies	Design and Technologies	Dance	Drama	Media Arts	Music	Visual Arts	Languages
7	Sem 1												7-8 Band					
	Sem 2						7-8 Band								7-8 Band			7-8 Band
8	Sem 1											Food Production (7/8 Band)						7-8 Band
	Sem 2							7-8 Band				Materials and Technologies (7/8 Band)		7-8 Band				
9	Sem 1									Food Production		Materials & Technologies						
	Sem 2									Food Production		Materials and Technologies						
10	Sem 1											Materials and Technologies						
	Sem 2											Materials and Technologies						



Implement Australian Curriculum subjects as electives in Years 9 and 10.



No achievement standard or content available at this year or band



Indicates whether the achievement standard is written for a year and/or a band of years



Year and/or band plans

Longreach State High School Year and/or Band plans capture:

- an overview of the **curriculum** for each learning area and/or subject in each year and/or band;
- an overview of the range and balance of **summative assessment** correlates to the students' assessment folio in each learning area and/or subject;
- common assessment to support the whole school approach to moderation.

The assessment that has been planned in Longreach State High School's Year and/or Band plans capture:

- when all aspects of the achievement standard will be assessed;
- whether there are multiple opportunities to gather evidence using a range and balance of summative assessment conventions (categories; techniques; conditions; text types appropriate to the learning area and/or subject);
- how aspects of the achievement standard will be contextualised in the summative assessment tasks.

Year and/or band plans are located in the School Documents section of OneSchool.

Longreach State High School offers ***Instrumental Music*** for Year 7 – 12. This program is delivered to students using the Queensland Instrumental Music Curriculum.

All Year and/or Band plans for all learning areas and/or subjects can be located on Longreach State High School's One School Unit Planning Page, and also in the school's curriculum drive.



Provisioning of the Year 11 – 12 Curriculum

Pathways

As part of our ongoing tracking and support for students in our Senior School, students complete a **Senior Education & Training Plan (SETP)** with Year 10 students and a family member. These plans are to ensure our students are placed in subjects that allow them to track towards a completed QCE and/or ATAR and a future pathway. These sessions are part of our tracking and support of students throughout Year 11 and 12. The SET Plan process goes through subject selections and current performance in subjects to determine a continuing pathway. Both the student and a parent/carer is required to attend a meeting with a Head of Department or Deputy Principal to review the plan.

At the end of Year 10, all students face a range of options and choices. These options include:

- Continued enrolment at Longreach State High School participating in flexible senior studies which could include academic pathways, vocational pathways or a combination of both, including School-based Apprenticeships and Traineeships (SATs)
- Further studies at other institutions e.g. TAFE, Longreach Agricultural College, other Registered Training Organisations
- Fulltime apprenticeships/traineeships
- Working more than 25 hours per week in a permanent position.

What types of subjects are offered?

Longreach State High School offers *three* types of subjects:

- ✚ General Subjects
- ✚ Essential and Applied Subjects
- ✚ Vocational Education and Training (VET) certificates

General Subjects are based on syllabuses that have been approved and issued by the QCAA (Queensland Curriculum and Assessment Authority). Results in Authority subjects can count in the calculation of the Australian Tertiary Entrance Score, the most common selection devices used by the university sector. Results in these subjects also contribute to the Queensland Certificate of Education. The **General Subjects** at Longreach SHS include **English, Mathematical Methods, General Mathematics, Physics, Chemistry, Biology, Legal Studies, Modern History, Geography and Visual Art.**

Essential and Applied Subjects are developed from syllabuses approved and issued by the QCAA. These subjects generally include substantial vocational and practical components. Results in these subjects may be used in combination with General Subjects to calculate the results for the ATAR. Results contribute to the Queensland Certificate of Education. The **Essential and Applied Subjects** at Longreach SHS include **Essential English, Essential Mathematics, Visual Arts in Practice, Drama in Practice, Recreation Studies, Social and Community Studies and Business studies.**



Vocational Education and Training (VET) certificates assist in the learning of practical workplace skills to prepare for employment. VET qualifications are recognised by employers nationally. A VET certificate demonstrates that you are competent to do a specific job. VET can take place within an apprenticeship or traineeship, at Longreach State High School as a course of study, or with a Registered Training Organisation. Besides receiving nationally recognised certification, results are used for calculations of Selection Ranks and they contribute to the Queensland Certificate of Education (QCE). VET certificates at Longreach SHS include ***Certificate I in Information, Digital Media and Technology (IDMT), Certificate II in Information, Digital Media and Technology (IDMT), Certificate I in Tourism, Certificate II in Tourism, Certificate II in Foundational Skills for Vocational Education (FSK), Certificate II in Kitchen Operations, Certificate II in Sport and Recreation and Certificate I in Agrifoods Operations.***

What is the QCE?

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. The QCE is a qualification based on achievement. It will only be awarded to students who achieve an amount of learning at a set standard and in a set pattern. In addition, students must meet literacy and numeracy standards. Consequently, it is very important that students and parents become knowledgeable about the QCE and its requirements.

How does the QCE work?

A wide range of learning, including authority, authority-registered subjects, vocational certificates and university subjects can contribute to the QCE. Different types of learning attract different credits. Students must have at least 20 credits in the required pattern and fulfil other requirements to be awarded a QCE. If there are less than 20 credits in the student's learning account at the end of Year 12, it will remain open and continue to bank credits for up to 9 years.

How do I plan for the QCE?

Planning for the QCE commences in Year 10 when all students are required to develop a Senior Education and Training (SET) Plan. A SET Plan works as a 'road map' structuring learning around a student's interests, abilities and ambitions. The SET Plan is reviewed at key junctures during Years 11 and 12. Students in Year 10 have commenced this SET Plan during their study of Certificate II in Skills for Work and Vocational Pathways.

The QCE recognises the value of a wider range of learning options and there is more flexibility in what, where and when learning may occur, allowing students to design a program of study to match their career goals. Some learning may take place outside the school e.g. with a Registered Training Organisation, in a workplace or with a community group. The additional learning that contributes to a QCE may be found at <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications>

What is a Learning Account?

In order to monitor progress towards the QCE, all senior students have a Learning Account. The Learning Account is web-based and records all relevant learning as well as what, where and when this occurred. The Learning Account (like a bank account) should increase as



results are recorded. All Year 10 students are registered with the Queensland Curriculum and Assessment Authority (QCAA). This registration generates a Learner Unique Identifier (LUI) and opens Student Learning Accounts. Students use their LUI and a password to access their Learning Account. Students can log onto their Learning Accounts via any computer with Internet access by going to the Student Portal section of the QCAA website at <https://myqce.qcaa.qld.edu.au/index.html> .

What is a Senior Statement?

Every student will receive a Senior Statement at the end of Year 12. This statement will be a transcript of their Learning Account, recording all relevant learning undertaken, the standard achieved and where and when the learning took place.

Appendix 2 shows a sample Senior Statement.

What is the QCIA?

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the learning achievements of students who are on individualised learning programs. Students with a diagnosed disability may elect to participate in a course of study that enables the awarding of the QCE and an OP. For other students, a Queensland Certificate of Individual Achievement (QCIA) is a viable alternative. Appendix 3 shows a sample QCIA statement.

How does the QCIA work?

The certificate covers two areas:

- **Statement of Achievement:** a statement providing achievement information related to a maximum of six curriculum organisers: Areas of Study and Learning; Communication and Technologies; Community, Citizenship and the Environment; Leisure and Recreation; Personal and Living Dimensions; Vocational and Transition Activities.
- **Statement of Participation:** a list of activities in which the student has participated in the senior years of schooling.

Can a QCIA student receive a Senior Statement?

If a student undertaking a QCIA completes any subject or certificate course that could contribute towards a QCE they will have this detailed on a Senior Statement. Their Learning Account remains open for nine years allowing the additional credits to be accumulated towards the awarding of a QCE.

What is an ATAR?

The ATAR is a number between 0.00 and 99.95 with increments of 0.05. The ATAR allows tertiary admissions centres to compare students from across Australia when they apply for tertiary places. Each state and territory is responsible for calculating ATARs for school leavers in their own state. In Queensland, the ATAR score is calculated by the **Queensland Tertiary Admission Centre** (QTAC).








Curriculum Planning



Curriculum Planning Guide



What and when I need to do to be prepared for curriculum, assessment and reporting planning?

Week	Distinguishing features of planning	In Prep and Planning Time	Faculty Meeting	Whole Staff Meeting
1	Assessment instrument results from Previous term all loaded into OneSchool Markbook	Monday		
	Overall Term Result loaded into OneSchool Academic Reporting	Wednesday		
	Class copies of Master Unit Plans created. Assessment Calendar Generated in OneSchool	Thursday		
	*Assessment Results sent home QParents	Friday		
	*Assessment Calendar Distributed to students QParents	Friday Access		
	Risk Assessment Submitted in OneSchool	Friday		
2	Conference with Case Manager for Students with ICP's or Disability for Support Provisions Support Provisions and Planned Adjustments recorded in OneSchool	All Week		
	Conference with HOD – Review Assessment and Reporting Data Review Placemat, planning and Planned Adjustments recorded in OneSchool		All Week	
5	Quality Assurance Processes: Calibration Moderation (Developing GTMJ/Exemplar) 		Monday	
6	Quality Assurance Processes: Endorsement of Assessment Instruments 		Monday	
	Assessment Instruments and Marking Guides submitted to HOD. Including – ICP adjusted assessments.	Friday		
7	Review of Unit Plan (Draft) completed in OneSchool	Friday		
8	Unit Planning Submitted to HOD. Printed or Accessed in OneSchool Refer to 3 Level Planning Guide for Requirements	Monday		
	Conference between Teacher and HOD – Unit Plan Delivery.	End of Week		
9	Quality Assurance Process: Consensus Moderation Yr 11/12 		Monday	
10	Quality Assurance Process: Consensus Moderation Yr 7-10 		Monday	
Term 3 Week 2	Quality Assurance Process: Folio Consensus Moderation Yr 7-10 			



Unit Plans

Longreach State High School unit plans for each learning area and/or subject detail:

- the learning and assessment aligned to:
 - targeted aspects of the relevant achievement standards;
 - Content descriptions that guide teaching and learning leading to the assessment; and
 - General capabilities and Cross-curriculum priorities related to the learning;
- a teaching and learning sequence;
- summative assessments, including tasks and marking guides;
- opportunities for monitoring, including specific monitoring task(s);
- opportunities for moderation at multiple junctures;
- strategies to differentiate teaching and learning;
- resources that support teaching and learning;
- opportunities for feedback.

Unit plans include moderation at multiple junctures (more information about this can be found in [Whole School Moderation Process](#)).

Curriculum Activity Risks Assessments (CARA) for unit plans are created each year and recorded on OneSchool.

The assessment that has been planned in Longreach State High School's unit plans include:

- a task sheet, which specifies the assessment contentions (categories; techniques; conditions; text types appropriate to the learning area and/or subject); and
- a marking guide.

Longreach State High School uses [pre-moderation quality assurance processes](#) (before the assessment task takes place) to align the curriculum, pedagogy, assessment and reporting.

All Unit plans (including CARA's, assessment task and marking guide) for all learning areas and/or subjects can be located in One School Unit Planning.






Whole School Moderation Process

Our leadership team and teachers is committed to a social moderation process and to participate in professional conversations during the teaching and learning cycle (refer to [Moderation Schedule](#) for timeline).


Longreach State High School staff have a shared understanding about:

- alignment between curriculum, pedagogy and assessment;
- role and use of frequent common assessment;
- achievement standards within and across learning areas from Prep to Year 10
- marking guides and assessable elements.

Moderation at Longreach State High School is reflected in the [three levels of curriculum, assessment and reporting](#). Longreach State High School acknowledges that moderation is an iterative and cyclical process and occurs:

<p>Before assessment takes place, at the planning phase (known as endorsement)</p>  <p>The diagram is a circular flow with five nodes: 'Before assessment takes place, at the planning stage' (top, highlighted in orange), 'After assessment takes place but before it is graded' (right), 'After assessment is graded' (bottom), 'Before After After End Moderation' (center), and 'At the end of the reporting period' (left). Arrows connect the nodes in a clockwise cycle.</p>	<p>Moderation at this stage involves teachers:</p> <ul style="list-style-type: none"> • reviewing student performance to identify strengths and areas for improvement common to groups of students; • establishing priorities to enable students to develop their learning cognisant of the expected achievement standard; • using an understanding of the Australian Curriculum achievement standards to inform assessment design and plans for teaching and learning detailed in the unit plan.
<p>After the task is completed, but before it is graded</p>  <p>The diagram is a circular flow with five nodes: 'Before assessment takes place, at the planning stage' (top), 'After assessment takes place but before it is graded' (right, highlighted in orange), 'After assessment is graded' (bottom), 'Before After After End Moderation' (center), and 'At the end of the reporting period' (left). Arrows connect the nodes in a clockwise cycle.</p>	<p>Calibration moderation ideally occurs using:</p> <ul style="list-style-type: none"> • de-identified sample student responses; • shared understandings about the alignment between curriculum, pedagogy, assessment and reporting; • a structured process for matching evidence of student achievement to the task-specific standards descriptors for each assessable element on the marking guide.
<p>After assessment is graded (consensus)</p>  <p>The diagram is a circular flow with five nodes: 'Before assessment takes place, at the planning stage' (top), 'After assessment takes place but before it is graded' (right), 'After assessment is graded' (bottom, highlighted in orange), 'Before After After End Moderation' (center), and 'At the end of the reporting period' (left). Arrows connect the nodes in a clockwise cycle.</p>	<p>Moderation at this stage involves teachers confirming their judgments and refining them if necessary.</p> <p>Consensus moderation ideally occurs after assessment is graded using:</p> <ul style="list-style-type: none"> • a small sample of student responses that represent A-E standards; • shared understandings about the alignment between curriculum, pedagogy, assessment and reporting;



	<ul style="list-style-type: none"> a structured process for matching evidence of student achievement to the task-specific standards descriptors for each assessable element.
<p>At the end of the reporting period (folios)</p> 	<p>Moderation at this stage involves teachers using 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.</p>

Moderation schedule

Longreach State High School facilitates moderation during the above mentioned stages drawing upon the resources provided in the [Assessment and Moderation Hub](#). Our whole school approach to moderation involves teachers engaging in professional conversations and sharing expectations about student learning and achievement. This process supports teachers to align curriculum, pedagogy, assessment and reporting.



Staff meeting planner

Term 1

SFD	Class Placemats		
Week 1 Term 1		Week 6 Term 1	Quality Assurance: Endorsement (Faculty meeting)
Week 2 Term 1		Week 7 Term 1	
Week 3 Term 1		Week 8 Term 1	
Week 4 Term 1		Week 9 Term 1	Senior Moderation: Consensus
Week 5 Term 1	Yr 7-10 Moderation: Calibration (Faculty meeting)	Week 10 Term 1	Yr 7-10 Moderation: Consensus (Faculty meeting)

Term 2

Week 1 Term 2	Data: Assessment/Reporting Data Class Placemat Review (ENG, SCI, ITD, HPE, DIG)	Week 6 Term 2	Quality Assurance: Endorsement Faculty meeting
Week 2 Term 2		Week 7 Term 2	
Week 3 Term 2	Parent/teacher interviews	Week 8 Term 2	
Week 4 Term 2		Week 9 Term 2	Senior Moderation: Consensus
Week 5 Term 2	Yr7-10 Moderation: Calibration (Faculty meeting)	Week 10 Term 2	Yr 7-10 Moderation: Consensus Data: Moderation - folio

Term 3

Week 1 Term 3	Data: Assessment/Reporting Data/Class Placemat Review (MAT, HUM, ART, DRA, MED, HEC, DAN)	Week 6 Term 3	Quality Assurance: Endorsement (Faculty meeting)
Week 2 Term 3	NCCD	Week 7 Term 3	
Week 3 Term 3	Parent/teacher interviews	Week 8 Term 3	
Week 4 Term 3		Week 9 Term 3	Senior Moderation: Consensus
Week 5 Term 3	Yr7-10 Moderation: Calibration (Faculty meeting)	Week 10 Term 3	Yr 7-10 Moderation: Consensus

Term 4

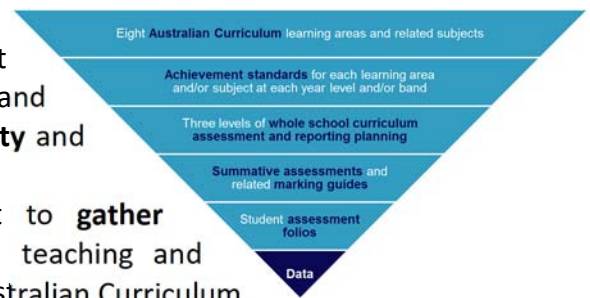
Week 1 Term 4		Week 6 Term 4	Senior Moderation: Consensus
Week 2 Term 4	Data: Assessment / Reporting Data Review In Leiu	Week 7 Term 4	
Week 3 Term 4		Week 8 Term 4	
Week 4 Term 4		Week 9 Term 4	
Week 5 Term 4	Yr7-10 Moderation: Calibration (Faculty meeting)		



Assessment

Teachers forefront assessment in curriculum planning and use the Australian Curriculum achievement standards to **align** curriculum, pedagogy, assessment and reporting; and use **moderation** to ensure **comparability** and **validity** of reported results.

Teachers plan, design and implement assessment to **gather** information and **monitor** student progress, **inform** teaching and learning, and **report** on student achievement of the Australian Curriculum achievement standards.



Longreach State High School emphasises quality over quantity, when planning for assessment that will provide coverage of the relevant achievement standards within and across year levels and/or bands for each learning area and/or subject.

Longreach State High School [provisions the whole curriculum plan](#) to capture:

- the school vision and long term plan for when they will teach, assess and report on each learning area and/or subject within and across years or bands
- plan for assessment that is proportionate within and across year levels
- plan for assessment that is cognisant of the learning area and/or subject, the nature and age of the learner, and the school context.

Teachers at Longreach State High School use [year and/or band plans](#) to capture:

- [summative assessments](#) that provide coverage of the relevant achievement standards for each learning area and subject
- the range and balance of summative assessment that correlates to student [assessment folios](#) in each learning area and/or subject
- common assessment to support [whole school moderation](#).

Teachers also use [unit plans](#) to detail:

- [summative assessments](#) that include a task sheet, which specifies the category, technique, text type and conditions, and related [marking guides](#)
- a range of [formative](#) monitoring tasks to inform teaching and learning



Assessment as part of systematic curriculum delivery relies on:

- **alignment** of curriculum, pedagogy, assessment and reporting;
- **enhanced assessment literacy of stakeholders** about the purposes of assessment, standards-based assessment and the principles of quality assessment;
- **professional knowledge, practice and engagement** in the design and use of summative assessment and student assessment folios to make judgments about the quality of evidence of student achievement against the relevant Australian Curriculum achievement standards;
- a **whole school approach to moderation** that is iterative and cyclical; and involves teachers in a series of professional conversations to **calibrate** and reach **consensus** for making judgments about levels of achievement;
- the use of **assessment and reporting data** to provide the curriculum in a way that supports continuous improvement in student learning and achievement.

Using data to lift performance

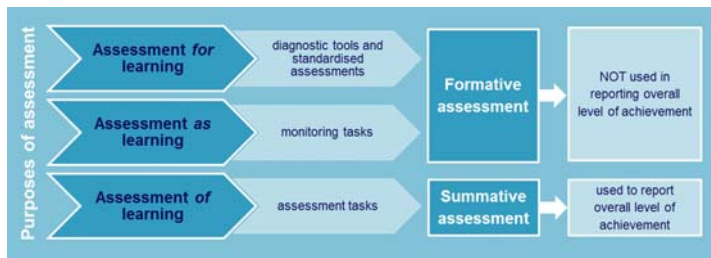
Longreach State High School engages in evidence-informed cycles of inquiry use a range of data to provide the curriculum in a way that supports continuous improvement in student achievement. Further detail on the use of data to lift performance can be found in the school [data plan](#).



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 inform next steps in teaching and learning. Data includes:

- **formative assessment data** – formal and informal monitoring tasks that track student progress against aspects of the relevant achievement standard; and diagnostic and standardised assessment that informs differentiation of teaching and learning
- **summative assessment data** – levels of achievement for student responses to [summative assessment](#) (using a five-point scale) against learning area and/or subject achievement standards and related assessable elements that contribute to the student assessment folios
- **reporting data** – overall levels of achievement (using a five-point scale) and student performance against each assessable element recorded on the student's [assessment folio](#) for each learning area and/or subject at the end of each semester.
- **Informing local evidence**- non-academic data; data generated through collaborative professional conversations and [whole school moderation](#); local contextual information such as opportunities for [collaborative learning partnerships](#); education-based contextual information; workforce capabilities including [assessment literacy of stakeholders](#).





Summative (refer to Year and/or Band plans)

Summative assessment is fore-fronted in curriculum planning as part of the whole school curriculum, assessment and reporting plan to:

- gather evidence of student achievement against the relevant achievement standard for each learning area and/or subject in each year and/or band from Prep to Year 10; and
- report levels of achievement to parents/carers.

Teachers make [standards-based judgments](#) to award a level of achievement for student work demonstrated in response to [summative assessment](#) for a learning area and/or subject. Summative assessment tasks contribute to the overall rating for the semester in the learning area and form part of the student folio that is used to moderate student achievement levels.



Formative assessment

Formative assessment includes monitoring tasks, diagnostic tools and standardised assessments. At Longreach State High School formative assessment includes:

- monitoring tasks – designed to track student progress against the relevant achievement standards
 - Check-ins on student progress in a curriculum unit towards an assessment tasks (Monitoring Task, teacher directed discussion, brainstorm etc)
 - An opportunity for evidence to be collected, feedback given to the student and changes made to planning
- diagnostic tools – used to gather more detailed information about discrete skills that relate to learning, for example literacy and/or numeracy capability;

monitoring tasks
Opportunities for monitoring, including specific monitoring tasks, included as part of unit planning

diagnostic tools
Information about administration recorded as part of a whole school assessment schedule

standardised assessments
Information about administration recorded as part of a whole school assessment schedule



- standardised assessments – used to measure the understandings and skills developed over time by teaching the curriculum.

Assessment schedule

Longreach State High School's approach to systematic curriculum delivery, through three levels of planning, supports LSHS teachers and leaders to identify and use relevant and reliable data for analysis and discussion as part of inquiry cycles to inform everyday practice and consequently, improve student learning.

Longreach State High School schedules data (summative and formative) to be collected throughout the year for each year level.

For **students transferring** to the school throughout the year, every attempt is made to align the student's prior learning, with the assessment at Longreach State High School, to ensure the students has covered the required achievement standards.

Reporting

Longreach State High School uses a **five point scale** (A – E), when reporting on student progress. More detail regarding student's progress is provided to parents and carers through parent/teacher interviews, emails and phone calls.

Reporting to parents occurs four times each school year across two platforms:

- Report Cards at end of Semester 1 and 2
- Interim Report Cards at the end Term 1 and 3
- Parent Teacher Interviews in Term 2 and Term 3

Teachers make [standards-based judgments](#) to award a level of achievement for student work demonstrated in response to [summative assessment](#) for a learning area and/or subject. Summative assessment tasks contribute to the overall rating for the semester in the learning area and form part of the student folio that is used to moderate student achievement levels.

An assessment folio contains student responses to summative assessment for each learning area and/or subject. It is used to capture student performance against the relevant achievement standard and related assessable elements. Students' assessment folios are used at the end of each reporting period to determine and report to parents/carers the overall level of achievement in each subject (using the appropriate five-point scale). Folios of work are expected to be presented for moderation in Term Three (refer to [Assessment Schedule](#)).

