Artefact [i]: Helping colleagues to understand special education legislation

Friday, 26 August 2022 1:16 PM

Teaching context specific to this artefact

Date range of evidence	School(s)	My Role(s)	Year Level(s)/Learning area(s)/Subject(s)
2021	Applicant's State High School	Project coordinator/ Geography teacher	Year 8 Geography

Annotation to support this evidence set

1.6

I worked with the HOSES and learning support to access aides and case managers to support the incursion for participation of SWD **(G: Making awareness)**. Following CP conclusion, I worked with case managers and special education teachers to access knowledge on how best to develop the program for accessibility of students with a disability, leading to a resource creation event **(H: Minutes & created resources).** With support of the HOSES who provided access to specialist knowledge on relevant policy and legislation around SWD **(I: 11th October email from HOD)** I was able to lead an analysis of said policies with the Yr.8 team to review the program with a focus on wider participation of students with a disability in 2022 **(I: 18TH October minutes).**

2.3

With the backing of contemporary research **(B: Research)** and current workplace knowledge as team leader **(A: Minutes & Data),** I was able to support colleagues to understand the new project **(D: 6th September Minutes),** assist in the planning of procedures for the day **(D: Teachers reminder)** and support their expertise when implementing learning to students **(D: Teacher booklet).**

As project organizer I used my knowledge of the new assessment and its alignment to curriculum to collaborate with case managers to plan and implement greater inclusion of SWD's, resulting in assessment adjustments in line with reporting requirements **(H: Minutes & Adjusted SWD resources 2021).** Furthermore, I led meetings supporting colleagues to implement greater inclusion in the incursion **(I: Minutes and policy resources),** assisted in rebuilding assessment aligned with curriculum **(F: All)** and supported colleagues in implementing correct procedures during the incursion and excursion **(D&O All).**

3.3

By creating, organizing and leading the CP, I was able to support my colleagues in selecting and applying effective teaching strategies for the benefit of students. In providing appropriate resources and community experts **(D: Teaching work booklet and Artefact I),** I was able to support colleagues to apply the strategies of the project. The assessment and related incursion developed students' knowledge of native plants and macroinvertebrates, honed their geographical skills (e.g. creating field sketches), fostered critical thinking skills (through analysis and inferences about creek stressors), and required problem solving (e.g. making recommendations as to how to best improve the creek's health) **(D: Photos and F: updated assessment task)**. The project's overall development of students was evinced through staff feedback acknowledging that it fostered a productive learning environment **(E: Surveys).**

As organsier of the Creek excursion, I supported colleagues in applying effective teaching strategies **(O Email to colleagues and meeting minutes)** to enable students to deepen their knowledge (e.g. identifying local animals) and skills (e.g. how to compost) through involvement in hands-on activities **(O: Photos)**.

Finally, in providing resources to the Queensland History Teachers group **(J: all)** I supported colleagues in selecting and applying resources from my project to suit their own unique learning situations for their students **(J: Teacher feedback).**

4.1

When organising the project I led correspondence with parents **(O: Excursion letter),** built community involvement **(Artefact I),** constructed the CARAs **(Artefact C)** and supported colleagues with resourcing **(D: Teacher Meeting, PowerPoint and Work booklet)** to ensure all students had the opportunity to attend the incursion **(Artefact D)** and Creek excursion **(Artefact L).** I further supported colleagues in adopting policies and procedures for SWD **(G: 12th October minutes)** and collaborated with SEU department to identify and create adjusted assessment **(G: 12th October minutes, photo and assessment**) to ensure support for all students in accessing the project.

Evidence.

Assessor note - This artefact has been included as an evidence sample for descriptor 1.6. However, the applicant has also annotated it for the other descriptors on this page.

Support of Head of Special Education Department.

11th October: Email from HOSES

RE_ Disability ...

Meeting minutes with Yr.8 Team on policies and procedures for Special Education students.

18th

18th October ...

Resources accessed during this meeting.
Context: just a snippet of some important documents we accessed as mentioned on minutes.

Resources accessed ...

3i Email from HOSES re. disability documents

From: [redacted] HOSES
To: [redacted] applicant
Subject: RE: Disability docs
Date: Monday, 11 October 2021 8:41:25 PM
Attachments: policy-statement-booklet.pdf
disability_standards_for_education_2005_plus_guidance_notes_0.pdf
p-12-curriculum-assessment-reporting-framework.pdf
eib-disability-and-inclusion-spotlight-paper-final.pdf
individual-curriculum-plan.pdf
individual-curriculum-plans-elaborations.doc
individual-curriculum-plans-key-msgs.doc
individual-curriculum-plans-supporting-info.doc

Dear [redacted] applicant

I have attached relevant disability documentation/links (legislation, policy & resources) to support tomorrow feedback session with Case Managers/SEP Teachers for the Yr 8 SOSE (Creek) Program re students with disabilities:

https://www.dese.gov.au/disability-standards-education-2005 (attached with Guidance Notes)
https://humanrights.gov.au/our-work/disability-rights/dda-guide-whats-it-all-about
https://www.qcaa.qld.edu.au/p-10/student-diversity/students-with-disability
https://education.qld.gov.au/students/inclusive-education
https://www.nccd.edu.au/
https://education.qld.gov.au/curriculums/Documents/state-schools-strategy.pdf
https://ppr.qed.qld.gov.au/pp/inclusive-education-policy
https://education.qld.gov.au/student/inclusive-education/Documents/policy-statement-booklet.pdf (attached)
https://education.qld.gov.au/student/Documents/disability-review-response-plan-1.pdf
https://education.qld.gov.au/students/students-with-disability/supports-for-students-with-disability
https://education.qld.gov.au/curriculums/Documents/p-12-curriculum-assessment-reporting-framework.pdf#search=ICPs (attached)
Education Improvement Research Centre – Disability & Inclusion (Spotlight Paper) – attached
Individual Curriculum Plan materials – attached

Kind regards,

[redacted]
--
[redacted] | Head of Special Education Services
[redacted] State High School
[redacted]
T: + [redacted] | F: [redacted]
W: www [redacted] shs.eq.edu.au
The Department of Education trading as: Education Queensland International (EQI) CRICOS Registration Number 00608A

State Schools | Every student succeeding
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[redacted]

Team Meeting

Date: 18/10/2021
Time: 2:50om
Location: E

Meeting called by: [redacted] colleague

Type of meeting: Calibration and Benchmarking.

Facilitator: [redacted] applicant

Note taker: [redacted] colleague

Timekeeper: [redacted]

Attendees: [redacted]

Apologies: [redacted] colleagues

Please read: N/A

Please bring: Benchmarking results.

Minutes

Agenda item: Benchmarking

Presenter: [redacted] applicant

Discussion: Group was asked to bring their benchmarking results and benchmarking piece along for the meeting.

When discussing the piece the group, some of the key ideas were:

- Sounded interesting when started reading it, but started knuckling down into the project and found the project was not as deep as it pretended.
- Confusing data and meters did not add up between the projects, a lack of consistency.
- Incorrect projects on the money.
- Did not cover the land use over time, so was not hitting the criteria.
- Would like to split the 16 marks of analysis up.
- Considering the scope of the task we need to change to fit the area.
- Need to impact teaching of diagrams to teach the learning.

Conclusions:

applicant

[redacted] collected everyone's results ([redacted] had not marked) and then revealed the expert marking for the pieces purpose

Teacher	Comprehension	Analysis	Synthesis	Communication	Total
[redacted]	*4/8*	*10/16*	*4/8*	*5/8*	*23/40*
[redacted]	*5/8*	*11/16*	*5/8*	*5/8*	*26/40*
[redacted]	*6/8*	*11/16*	*6/8*	*5/8*	*28/40*
[redacted]	*5/8*	*10/16*	*5/8*	*6/8*	*26/40*
applicant [redacted] (Expert marker)	*5/8*	*10/16*	*5/8*	*5/8*	25/40

<u>Points from Expert marking.</u>

- Students has a general knowledge of the task, however never extends past known knowledge given to them.
- Not many mistakes in the task, but a general lack of depth in terms of geographical knowledge.
- Data and evidence is provided but not interrogated or analyzed for benefit of the reader.
- Could see the marks been an 11 for analysis and a four for analysis or comprehension.

Action items	Person responsible	Deadline
✓ .Adjust marking to align with consensus and expert marker.	Marking team	Before the upcoming assessment piece.

Agenda item: Moderation **Presenter:** [redacted] applicant

Discussion: applicant

Following the Calibration, [redacted] highlighted that moderation would occur following the submission of the pieces and wanted to know if the Yr.8 team would prefer to meet after school or moderate in their own time.

Conclusions:

Due to the intensity of the term, all teachers agreed they wished to do their moderation In own time.

Agenda item: Disability Documentation Update **Presenter:** [redacted] applicant

Discussion:

[redacted] presented the team with all the disability documentation that is either mandatory or republished lately. He showed the team a few select documents, the Individual Curriculum Plan documents, The Disability Standards for Education 2005 booklet, every student Succeeding improvement strategy, P-12 Curriculum and Assessment framework document and the Inclusive Education Policy statement.

- Asked staff to peruse the documents and connect areas that we were doing aligning with for the [redacted] CP project and which we needed to improve upon.
- [redacted] also asked for volunteers to help him work with the case managers to update adjustments for inclusion, [redacted] volunteered to help.

Conclusions:

From the teaching team:

[redacted] colleague

- [redacted].
- [redacted].
- Testing and engagement at their level.
- Ask BCC for scaling of activities.
- Ensure it is a respectful process.

[redacted] colleague

- Need to work on our consultation process with teachers, experts, community groups and students to ensure a process of inclusion.

[redacted]'s Prac teacher) preservice teacher

- Perhaps inclusion of certain parents that could be aligned by having parent participation on the day.

[redacted] colleague

- Consultation of students should occur to see how they can be more strongly included.
- Students requiring different year level adjustments despite not enough staff on the day to adjust for the day.
- Is there a way to access another group without segregating them from the others (seu group)

[redacted] colleague

- Within reasonable adjustments, need to work with experts on what is a reasonable adjustment for inclusion, especially around the more hands on and intensive activities at the creek.
- Activities completed within a “reasonable time” so need to ensure approval process is put into place.

[redacted] colleague

- Our adjustments for intellectual impairments needs to be clearer and more communication from the Special Education Team with teachers.

Action items	Person responsible	Deadline
✓ Feedback to be included in discussion with the Special Education case managers for 2022 updated assessment.	[redacted] applicant	Meeting next week.
✓ Peruse other documentation	Teaching Team	[redacted]

Agenda item: Parent Feedback Sheet **Presenter:** [redacted] applicant

Discussion:

applicant [redacted] handed out the new parent feedback sheet that could be used in conjunction with drafting, based on feedback from colleagues. Can be implemented immediately.

Australian Government
Department of Education, Skills and Employment

3i Resources accessed during this meeting

Disability Standards for Education 2005

Plus Guidance Notes

3.7 Adjustments to be provided in reasonable time

(1) The education provider must take reasonable steps to ensure that any adjustment required to be made is made within a reasonable time.

(2) Whether the time is reasonable depends, in particular, on whether and when the student, or his or her associate, has provided:

(a) in a timely way, any relevant information in the possession of the student or associate about how the disability affects the student in relation to education or training; and

(b) the student's or the associate's opinion about the matters mentioned in paragraphs 3.5 (a), (b) and (c).

Note The requirement for a provider to consult a student with a disability, or an associate of the student, about how the disability affects the student in relation to education or training is set out in paragraphs 4.2 (3) (a), 5.2 (2) (a), 6.2 (2) (a), 7.2 (5) (a) and 7.2 (6) (a).

3.8 Relation to premises standards

(1) These Standards do not affect the application of premises standards to building work undertaken as an adjustment or part of an adjustment.

(2) If:

(a) these Standards require building work to be undertaken as an adjustment, or part of an adjustment; and

(b) premises standards apply to the building work;

these Standards do not require the building work to meet specifications more onerous than those required by the premises standards.

(3) In this section:

premises standards means disability standards, formulated by the Attorney-General under section 31 of the Act, that deal, in whole or in part, with the access to or the use of any premises.

building work includes the construction of a new building.

Part 5 Standards for participation

5.1 Application of Part

This Part applies in relation to:

(a) a student with a disability who is enrolled in an educational institution; and

(b) an education provider that is:

(i) the educational institution mentioned in paragraph (a); or

(ii) an educational authority that administers the educational institution.

Rights given by this Part

The effect of the following standards is to give students with disabilities the right to participate in the courses or programs, and to use services and facilities, provided by an educational institution, on the same basis as students without disabilities, including the right to reasonable adjustments, where necessary, to ensure they are able to participate in education and training, on the same basis as students without disabilities.

5.2 Participation standards

(1) The education provider must take reasonable steps to ensure that the student is able to participate in the courses or programs provided by the educational institution, and use the facilities and services provided by it, on the same basis as a student without a disability, and without experiencing discrimination.

(2) The provider must:

(a) consult the student, or an associate of the student, about whether the disability affects the student's ability to participate in the courses or programs for which the student is enrolled and use the facilities or services provided by the provider; and

(b) in the light of the consultation, decide whether an adjustment is necessary to ensure that the student is able to participate in the courses or programs provided by the educational institution, and use the facilities and services provided by it, on the same basis as a student without a disability; and

(c) if:

(i) an adjustment is necessary to achieve the aim mentioned in paragraph (b); and

(ii) a reasonable adjustment can be identified in relation to that aim;

make a reasonable adjustment for the student in accordance with Part 3.

(3) The provider must repeat the process set out in subsection (2) as necessary to allow for the changing needs of the student over time.

(4) For this section, the provider has taken reasonable steps to comply with subsection (1) if the provider has complied with subsections (2) and (3).

Note See Part 10 for exceptions to the legal obligations set out in the standards. These include a provision that it is not unlawful for a provider to fail to comply with a standard if, and to the extent that, compliance would impose unjustifiable hardship on the provider (section 10.2).

Inclusive education policy statement

Queensland Government

Continuing our journey

Our state schools are diverse, with schools adapting to meet the needs of students, families and the community. State schools across Queensland are at different stages of their journey towards adopting inclusive education.

Some state schools offer highly individualised programs for students with particular educational needs. The department will continue to offer parents the choice of enrolling their child, who meets set criteria, in schools providing highly individualised programs including special schools and academies. By moving towards a more inclusive education system we are seeking to strengthen the options parents and caregivers have to enrol their child at their local state school.

While offering this choice, we will continue our journey towards a more inclusive education system across all state schools and settings. Our journey will be guided by nine principles adapted from the United Nations' nine core features for inclusive education (United Nations 2016, pp.4 to 6).

A system-wide approach

Inclusive education is implemented systemically, based on evidence, across the department including in schools and other educational settings. We promote and develop policies, programs and practices to remove barriers and promote inclusive education across the department and within local school communities.

Committed leaders

Leaders at all levels within the department, across regions and local school communities, commit to and are accountable for implementing inclusive education. They promote a culture and shared values that remove barriers and support inclusion.

Whole of school

Every member of the school community, including teachers, support staff, volunteers, families and students work collaboratively to ensure students can access and participate in all aspects of school life. Curriculum is provided to all students in ways that are age appropriate and responsive to diverse learning needs.

Improving the outcomes for students with disability in Queensland state schools

Education Improvement Research Centre
State Schools — Disability and Inclusion

Spotlight paper
July 2020

The Department of Education (DoE) is committed to our journey towards a more inclusive education system at all levels and as part of our everyday practice in schools, educational settings and classrooms. This paper discusses key insights from data collected by the Education Improvement Branch (EIB) in 2019 through the program of school reviews.

Since 2018, the EIB school reviews have included three lines of inquiry related to disability and inclusion. These lines of inquiry are linked to the key measures outlined in the *Every student with disability succeeding* plan (DET 2017):

- improving the A to E performance of students with disability
- increasing the proportion of students with disability receiving a Queensland Certificate of Education (QCE)
- decreasing the proportion of students with disability receiving a school disciplinary absence (SDA)
- reducing the number of students with disability not attending a full-time program.

This paper presents the findings from the lines of inquiry data to help schools identify the next steps towards improving the outcomes for students with disability.

In 2019, review reports from 333 primary and secondary schools representing all education regions were examined for the lines of inquiry (special schools were not included in data collection). The proportion of students with disability in the cohort examined ranged from 3.8 per cent to 50 per cent of the student population (based on Nationally Consistent Collection of Data on School Students with Disability (NCCD)). Due to the specific nature of data collection, the findings reported in this paper may not reflect the full range of practices in schools, and therefore they need to be interpreted with caution. The findings apply to schools for which data were reported and cannot be extrapolated to bigger population of schools.

> Success and wellbeing for all children and students through each stage of learning in an inclusive education system.
>
> *Every student succeeding*, State Schools Improvement Strategy 2020–2024

Findings from lines of inquiry in 2019

Improving the A to E performance of students with disability

Practices to monitor the achievement data of students with disability are established in a majority of schools for which lines of inquiry data were reported.

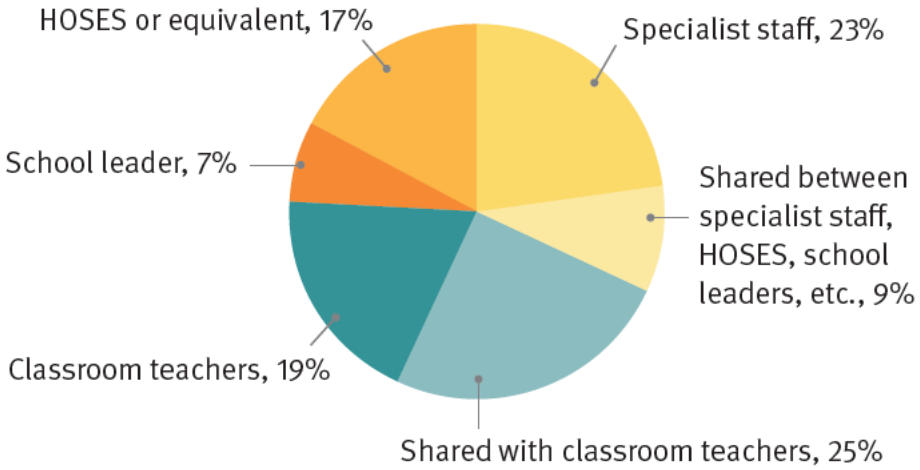
Monitoring student achievement is an essential practice that informs next steps in student learning and assists in continuous improvement of student performance. Lines of inquiry data regarding monitoring practices were reported for 260 schools (78 per cent). A majority of these schools reported the tracking and monitoring of the academic outcomes of students with disability. These practices were established in 67 per cent of schools, in 14 per cent of the schools they were emerging, while in 19 per cent of schools they were yet to be developed. Many schools also reported that they compare students with disability data against their year level cohort.

A collaborative approach to monitoring achievement data is emerging between class teachers, school leaders and/or specialist staff.

Some schools (151) indicated the staff responsibilities related to monitoring the achievement data (see Figure 1). In the majority of these schools, monitoring was the sole or shared responsibility of specialist staff, Heads of Special Education Services (HOSES) or school leaders. In about a quarter of these schools (38), this practice was shared with classroom teachers.

Monitoring and analysis of achievement data were supported with OneSchool, dashboards and data walls, and often discussed in professional learning team (PLT) and leadership team meetings. Some schools also reported these data were used to inform individual learning programs, teaching interventions and strategies, reasonable adjustments and school-level initiatives.

Figure 1: Responsibilities for monitoring achievement data (N=151)



Increasing the proportion of students with disability receiving a QCE

Most secondary schools for which relevant lines of inquiry data were reported monitor the progress of students with disability in Years 11 and 12 towards attainment of a QCE or QCIA.

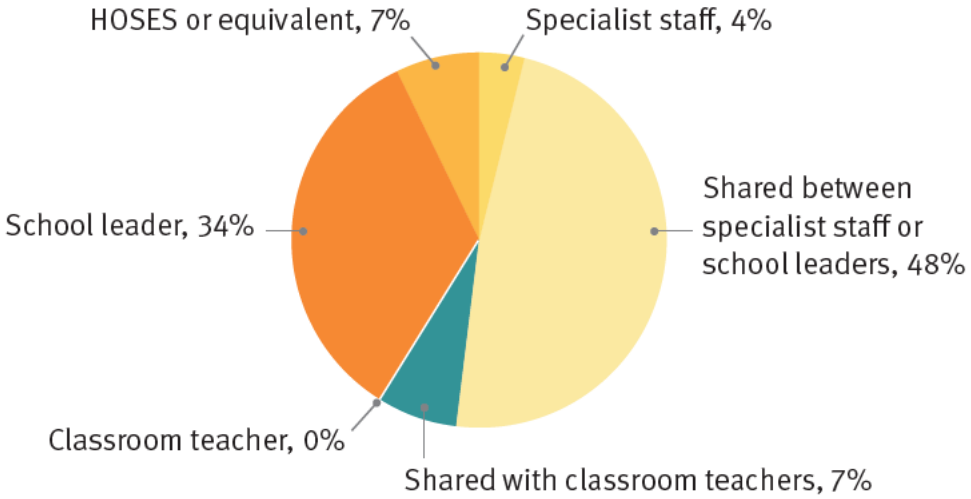
Senior secondary programs were offered in 72 of the 333 schools examined. For more than half of these schools (39) data on the tracking of QCE or Queensland Certificate of Individual Achievement (QCIA) attainment for students with disability were reported through lines of inquiry.

Nearly all of these schools (37) were monitoring the progress of senior students towards QCE or QCIA achievement. Some reports provided detail about schools communicating on the progress of Year 11 and 12 students and described how these data are used to inform intervention strategies.

Sharing the responsibility for monitoring the progress of students with disability towards QCE or QCIA with classroom teachers is emerging.

Lines of inquiry data describing staff responsibilities for tracking of QCE or QCIA progress were reported for 27 schools. The responsibilities of progress monitoring were shared with classroom teachers in 7 per cent of these schools (see Figure 2).

Figure 2: Responsibilities for monitoring QCE/QCIA data (N=27)



Decreasing the proportion of students with disability receiving a school disciplinary absence

Practices supporting students with disability with regard to SDAs include monitoring of SDA data, and less often, the identification of strategies to re-engage students with learning.

Lines of inquiry data related to SDA were reported for 78 schools. Practices supporting students with disability regarding SDAs were evident in the majority of these schools (83 per cent). Most often, schools were reported to monitor students with disability SDA data, with some schools having designated staff to identify required support prior to, during or after a SDA. A focus on reducing the occurrence of SDAs for students with disability through proactive supports was also evident. Students in some schools were supported upon their return to school, which usually included reviewing and adjusting individual learning and behaviour plans, with parents and carers considered important partners in this process.

Reducing the number of students with disability not attending a full-time program

A majority of schools for which relevant lines of inquiry data were reported monitor the attendance of students with disability.

Lines of inquiry data related to the attendance of students with disability were reported for 74 schools. Of these, 80 per cent had evidence of supporting practices. The majority of these schools monitored attendance of students with disability. This was often the responsibility of specialist staff. In some schools, students requiring additional support were referred to case managers, the inclusion team or student support services committees.

Monitoring and case management of students were identified as the main practices for managing part-time students with disability (relevant data reported for a low number of schools). Support teams, HOSES (or equivalent) and school leaders case managed students with disability not yet attending full days. Specialist staff formulated plans where necessary in close partnership with families, with the aim to transition to full-time attendance within a designated time.

Individual curriculum plan

The requirements for providing the *Australian Curriculum*, for all students, are specified in the *P-12 curriculum, assessment and reporting framework*[1] and the *Providing the Australian Curriculum in Prep to Year 10 in Queensland state schools from 2017* and in *Whole school approach to differentiated teaching and learning*. Additional advice about providing an Individual Curriculum Plan for students in Prep to Year 10 is provided below.

Provide an Individual Curriculum Plan (ICP) for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas and/or subjects for the reporting period.

Providing the curriculum

All students are entitled to all eight learning areas of the Australian Curriculum[2] in Prep to Year 10 without exception[3]. Students are taught, assessed and reported against the relevant learning area and/or subject achievement standards of the Australian Curriculum.

Schools plan how best to meet the learning needs of all students through the three levels of planning.[4]

The majority of students in Prep to Year 10 are able to access the curriculum and achievement standards for their year level/age cohort.

For the small percentage of students who are not yet meeting or who are exceeding the achievement standard for their year level, an ICP may be required. This will enable them to access either a higher or lower year level curriculum than their age cohort so they can continue to progress in their learning.

Schools must consider the long term implications of providing students with an ICP.

Ongoing alterations to curriculum may affect students' future pathways, as they progress towards either a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement.

Providing an ICP

Schools must determine, for individual students, which learning areas and/or subjects are required for the ICP. For students who are provided with an ICP in only one or two learning areas and/or subjects e.g. in English and/or Mathematics, schools must ensure that these students are able to access, participate and achieve in all other learning areas and/or subjects.

An ICP may include one or more learning areas/subjects and must cover all of the achievement standards for the learning areas or subjects selected. This means that an ICP cannot be developed for a strand/sub-strand in a learning area/subject.

Schools identify which year level achievement standard the student can demonstrate: this will enable the selection of the appropriate year level curriculum to be provided through the ICP.

An ICP is developed for the semester reporting period. Schools make decisions about an ICP in consultation[5] with parents/carers and only after analysis of:

- student responses to assessment of the relevant achievement standards;
- student responses to the **focused and/or intensive** teaching that has already been provided; and
- all other student assessment and reporting data.

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[1] The **bold statements** (in blue) throughout this document are the requirements from the P-12 curriculum, assessment and reporting framework

[2] Provision of the eight learning areas of the Australian Curriculum is requirement of the *P-12 curriculum, assessment and reporting framework*.

[3] Australian Curriculum: Student Diversity (Personalised learning) advice provides information regarding using the Australian Curriculum to meet the learning needs of all students *across all educational settings and contexts, without exception.*

[4] Additional information about three levels of planning, quality summative assessment aligned to the Australian Curriculum achievement standards, and whole school moderation processes is available in the P-12 curriculum, assessment and reporting framework, the supporting document Assessment and moderation in Prep to Year 10 and the Assessment and Moderation Hub

[5] University of Canberra - Disability Standards for Education: A Practical Guide for Individuals, Families and Communities - Consulting on adjustments

An ICP requires endorsement. Endorsement indicates parent/carer approval and is required for academic reporting. The principal is responsible for endorsing ICP's, however the endorsement status may be recorded by staff with Level 1, 2 or 3 OneSchool roles.

An ICP is reviewed at the end of the semester and takes into consideration all informing evidence.

Students who have difficulties with the literacy and numeracy aspects of learning areas/subjects may require additional focused and/or intensive teaching to enable them to access age appropriate curriculum, rather than the provision of an ICP.

Documenting ICP decisions

The decision to provide an ICP is documented in ***OneSchool*** in the ***Student Plan*** module under the ***Individual Curriculum Plan*** component. It includes:

- the learning area(s) and/or subject(s) nominated and the year level of the Australian Curriculum to be taught during the next reporting period
- learning expectations: described briefly, drawn from the relevant unit of work, and aligned to the achievement standard
- focused and/or intensive teaching strategies to be used during the next reporting period
- parent/carer approval.

Categories of ICP

A **different year level** (DYL) of the Australian Curriculum is provided for most students requiring an ICP for one or more learning areas and/or subjects.

The DYL enables teachers to teach, assess and report progress towards the identified achievement standard across two semesters (or more for curriculum in bands of years).

DYL is selected in ***OneSchool*** under ***Individual Curriculum Plan***.

A **different year level partial** (DYL-P) ICP is available for some students with **intellectual disability**[6], where the functional impact of the disability and the learning history of the student is such that the student is likely to take more than two semesters (or more for curriculum in bands of years) to complete the identified achievement standard.

The DYL-P enables teachers to teach, assess and report progress towards the identified achievement standard and for students and parents/carers to see this progress across more than one year or band of years.

DYL-P is selected in ***OneSchool*** under ***Individual Curriculum Plan***.

A **Highly individualised curriculum** (HIC) is provided to some students with disability who require intensive teaching that is highly individualised, comprehensive and ongoing (potentially for their entire schooling).

These students are not yet able to demonstrate their learning against the Prep achievement standards. They access the learning areas and/or subjects of the Australian Curriculum through the extended levels of the General capabilities Literacy 1a-1d, and/or Numeracy 1a[7].

The HIC enables teachers to teach, assess and report against the learning expectations described in the HIC.

HIC is selected in ***OneSchool*** under ***Individual Curriculum Plan.***

Academic reporting for students who have an ICP

When an ICP is **endorsed** ***OneSchool*** reporting will be against the identified achievement standard[8] for the year level of the curriculum provided: this ensures accurate reporting.

Endorsement triggers the appropriate comments for the individual student on their report card. The report card clearly indicates the year level of the curriculum taught and assessed in a learning area/subject for the reporting period and adjusts the information provided in comparative reporting for that year level. Refer to *Reporting to parents* for advice on the levels of achievement to be used when reporting on students who have an ICP.

If an ICP is **not endorsed** the student is to be taught, assessed and reported against the achievement standard of their age cohort with appropriate support.

For reporting purposes, endorsement ensures that school and system data accurately reflects and represents the achievement of students with an ICP. Class data reports in the **OneSchool Class Dashboard** clearly identify the achievement of students with an ICP and the year level they have been taught and assessed.

The number and type of ICPs provided each semester will surface on the school data profile so that schools can track and monitor students provided with an ICP as they progress towards senior secondary.

Reviewing the provision of an ICP

An ICP is developed and endorsed for a semester reporting period **only**, in consultation with parents/carers with a review occurring at the end of the reporting period. This ensures that the ICP is appropriate to the student's learning needs and is accurately reflected in the students' academic report.

At the end of each semester, the school reviews each ICP using the latest assessment and reporting data to determine the student's learning needs for the next reporting period.

Years 11 and 12

For students enrolled in Years 11 and 12, an ICP is not required. They undertake a program of learning to attain a Senior Education Profile which includes either a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement.

For students enrolled in Years 11 and 12 who have been working on a HIC, the Queensland Certificate of Individual Achievement records their learning achievements.

[6] The student must have a verification in the EAP category of Intellectual disability or there is other documented evidence of significant limitations in intellectual functioning and significant limitations in adaptive behaviour
[7] Australian Curriculum: General capabilities
[8] The Australian Curriculum has achievement standards for each learning area and/or subject in each year or band of years

P-12 Curriculum, assessment and reporting framework

The *P–12 Curriculum, assessment and reporting framework* (*P–12 CARF*) specifies the requirements for all Prep to Year 12 Queensland state schools to deliver a world-class education.

The *P–12 CARF* sets out the requirements for all schools ensuring the:

- right of every child to access education, primary and secondary, appropriate to their needs;
- provision of a high quality education supporting every student to succeed through each stage of schooling in a safe and supportive learning environment; and
- success and wellbeing of all students through inclusive education responsive to the needs of diverse learners.

It supports schools to align improvement initiatives with the *Every student succeeding – State Schools Improvement Strategy* and the *Every student with disability succeeding plan* to lift the performance of every school, teacher and student in our state school system.

These strategies include the School Improvement Model▲, which guides schools to determine a sharp and narrow focus, for an intentional approach to continuous improvement in teaching, learning and assessment of the required curriculum.

Effective school leadership and quality teaching and learning, focused on improved curriculum delivery that meets the requirements of the *P–12 CARF*, ensures that all students, of all identities and abilities, are able to:

- access and participate in the curriculum alongside their similar-aged peers; and
- achieve academically and socially with **tailored supports and reasonable adjustments**[1] that meet their learning needs.

Schools implement the requirements of the *P-12 CARF* by considering government priorities[2] and in consultation with the school community[3].

The requirements for curriculum, pedagogy, assessment and reporting apply to all Queensland state schools, and are presented in this document according to the stages of schooling:

- Prep to Year 10; and
- Years 11 and 12.

Links to relevant additional information and resources are provided to support Queensland state schools meet the requirements specified in the *P–12 CARF*.

Websites accessible to Queensland state schools **ONLY** are indicated by ▲.

Schools read the requirements in the P-12 CARF and consult additional information provided in the sections, titled:

- *Minimum requirements for providing the Australian Curriculum in Prep to Year 10 from 2022*
- *Assessment in Prep to Year 10*
- *A whole school approach to differentiated teaching and learning*
  - *Individual curriculum plan for students in Prep to Year 10*
- *A whole school approach to pedagogy*
- *Moderation processes in Prep to Year 10*
- *Preparing students for success in senior secondary*
- *Reporting to parents*

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[1] **Tailored supports** refers to the school-wide processes of identifying and removing barriers to learning, differentiation that becomes increasingly personalised for all students, and reasonable adjustments for students with disability. These tailored supports ensure every student can: engage in learning; demonstrate what they know and can do; and access their learning environment.

[2] **Government priorities** include: Schools of the future, which supports schools provide Science, Technologies and Mathematics (STEM); Global schools through languages▲, which support schools provide Languages; and providing health and wellbeing education including Respectful Relationships Education.

[3] The term '**school community**' refers to school staff, students, parents, local business and community organisations and visitors to the school.

Minimum requirements for providing the curriculum in Years 7 to 10

In Years 7 to 10, the **minimum requirements** for providing the eight learning areas/subjects are as follows.

Years 7 to 10			
Learning areas/subjects		**When to provide**	**Electives**
English[7] Mathematics Science		Provide in every semester every year in Years 7 to 10.	
Health and Physical Education		Provide in every semester in Years 7 and 8. Provide in at least one semester in each year in Years 9 and 10.	
Humanities and Social Sciences	• Humanities and Social Sciences (Year 7 only) **OR** • History • Geography • Civics and Citizenship • Economics and Business • Work Studies (Years 9 and 10 only)	Provide each subject in at least one semester each year in Years 7 and 8. Provide History in at least one semester each year in Years 9 and 10.	Geography, Economics and Business, Civics and Citizenship and Work Studies for students in Years 9 and 10
Technologies	• Digital Technologies • Design and Technologies ▪ Food and Fibre Production ▪ Food Specialisations ▪ Engineering Principles and Systems ▪ Materials and Technologies Specialisation	Provide Digital Technologies in at least one semester in Years 7 and 8. Provide one or more of the Design and Technologies subjects in at least one semester in Years 7 and 8.	Digital Technologies for students in Years 9 and 10 Design and Technologies subjects for students in Years 9 and 10
The Arts	• Dance • Drama • Media Arts • Music • Visual Arts	Provide at least one of The Arts subjects in at least one semester in Years 7 and 8.	One or more of The Arts subjects for students in Years 9 and 10.
Languages		Provide in every year in Years 7 and 8.	Languages subjects for students in Years 9 and 10.

In Years 7 to 10, schools provide learning areas/subjects from the corporate learning area/subject list▲. Providing the Australian Curriculum in Years 9 and 10 provides a firm foundation that supports continuity and coherence of learning and a seamless transition between Year 10 and senior secondary studies in Years 11 and 12. Refer to *Preparing for success in senior secondary*. Schools may also provide Value Added Programs▲, to cater for their unique context and the diverse learning needs of all students.

Some learning areas/subjects can be implemented over time, across a band of years or compressed in a year within a band. When providing the learning areas, consider the appropriate amount of time to deliver the curriculum using the recommended time allocations[8] for Years 7 to 10 shown below.

Recommended time allocations					
Learning areas/subjects	**Hours**	**Year 7**	**Year 8**	**Year 9**	**Year 10 [9]**
English	per year	140	140	140	130
Mathematics	per year	140	140	140	130
Health and Physical Education	per year	80	80	80	70
Science	per year	100	100	120	110
History	per year	40	40	50	45
Geography	per year	40	40	50	45
Economics and Business	per year	20	20	50	45
Civics and Citizenship	per year	20	20	20	20
Dance Drama Media Arts Music Visual Arts	per band	160		150	
Digital Technologies Design and Technologies **OR** Food and fibre production; Food specialisations; Engineering principles and systems; and Materials and technologies specialisation	per band	160		150	
Languages	per band	160		150	

Schools offer Australian Curriculum subjects as electives for students to select in Years 9 and 10.

[7] The Australian Curriculum: English specifies using Standard Australian English as the basis for teaching, including the teaching of spelling. It also specifies teaching handwriting from Prep to Year 7. Teach Queensland Modern Cursive Script.

[8] The recommended time allocations are a guide provided to help schools plan for the provision of the whole curriculum. However, schools make decisions about allocations of time to suit their local context.

[9] Year 10 is based on 38 weeks per year rather than 40 weeks per year.

Key: ▲ indicates internal website accessible to Queensland state schools

Assessment in Prep to Year 10

The information below elaborates on the requirements for both formative and summative assessment. Further information for schools including examples and resources can be accessed through the Assessment and Moderation Hub▲.

Assessment is an integral part of systematic curriculum delivery▲ and is recorded in the three levels of planning▲. Designing quality assessment relies on a deep understanding of the Australian Curriculum[1].

Summative assessment

Summative assessment provides evidence of student learning against targeted aspects of the relevant achievement standards for academic reporting. For students with a highly individualised curriculum, summative assessment provides evidence of student learning against individualised learning expectations documented in the Individual Curriculum Plan (ICP).

The summative assessment for each learning area and/or subject in each year or band is articulated in year or band plans. These plans show a range and balance of summative assessment conventions▲ ensuring all students can demonstrate their learning.

Schools design and administer summative assessment, including tailored supports as appropriate, to gather evidence and to report on student learning and academic achievement against the relevant achievement standard using the appropriate reporting scale.

Schools design and administer quality summative assessment▲ to correlate with year or band plans. Summative assessment tasks are designed to:

- interrelate understandings and skills, derived from the aspects of the relevant achievement standard being assessed;
- provide opportunities for students with a highly individualised curriculum to demonstrate their learning expectations;
- demonstrate a depth of content understandings; sophistication of skills; and the application of communication and/or practical performance skills appropriate to the selected audience and purpose;
- allow a range of performance, using the appropriate reporting scale, against the targeted aspect of the relevant achievement standard and the related assessable elements▲;
- be inclusive of diverse groups and individuals. Adjustments to mode and conditions are made where necessary.

Adjustments are actions taken that enable students to demonstrate their knowledge, understanding and skills, in response to assessment, on the same basis as other students. They do not involve compensating for what students do not know, understand or cannot do. School-wide processes identify students who are to be provided with reasonable adjustments and/or tailored supports[2] during teaching, learning and assessment. Adjustments and tailored supports ensure all students with diverse learning needs are supported to demonstrate the full extent and depth of their learning on the same basis as other students.

Adjustments and tailored supports:

- are applied, monitored and reviewed consistently across the school and on an individual basis;
- reflect differentiation and/or adjustments made to curriculum delivery during teaching and learning in the unit;
- enhance engagement and equitable outcomes for all students.

Any adjustment in the mode and/or conditions of assessment should maintain the appropriate curriculum, cognition, context and complexity of assessment, including the way judgments are made about the quality of the evidence. Schools' practices for adjustments in Prep to Year 10 can support approaches used for Access arrangements and reasonable adjustments (AARA) in Years 11 and 12.

[1] A requirement of the Australian Government is to provide the Australian Curriculum, in Prep to Year 10 or equivalent. This may include the International Baccalaureate or other recognised curriculum offerings available in OneSchool. A deep understanding of the Australian Curriculum organisational and structural curriculum elements▲ supports schools to design effective assessment.

[2] **Tailored supports** refer to the school-wide processes of identifying and removing barriers to learning through differentiation that becomes increasingly personalised for all students, and reasonable adjustments for students with disability. These tailored supports ensure every student can: engage in learning; demonstrate what they know and can do; and access their learning environment.

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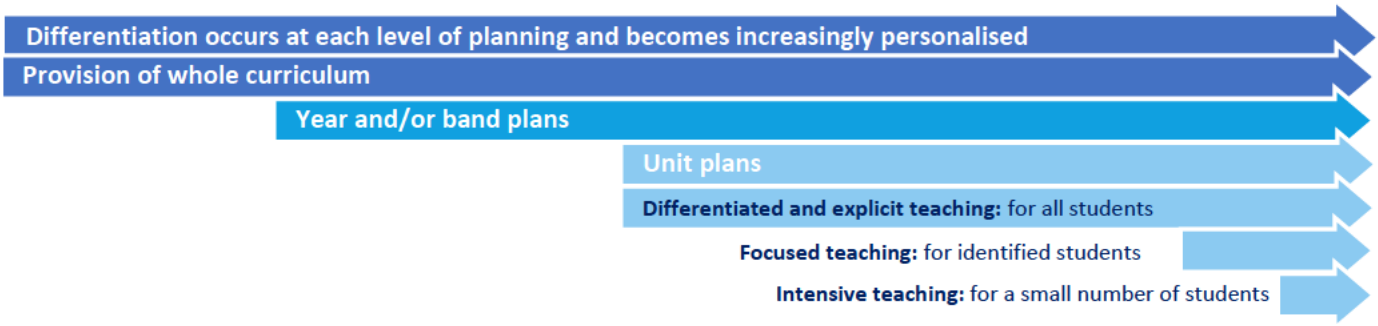
A whole school approach to differentiated teaching and learning

The information below elaborates on the requirements for a whole approach to differentiated teaching and learning. Further information for schools including examples and resources can be accessed through the Assessment and Moderation Hub▲.

Use a whole school approach to differentiated teaching and learning for ALL students.	A whole approach to differentiated teaching and learning is how schools support all students to access, participate and progress through the curriculum leading to continuous improvement in student achievement. Schools identify the diversity of their school community, cohorts, classes, groups and individuals through the analysis of assessment and reporting data▲. Schools respond to the identified needs of their students by identifying differentiated teaching and learning in all three levels of planning▲.



Provision of the whole curriculum plan	The **provision of the whole curriculum plan** responds to the diverse needs of the school community and the school improvement focus. It documents decisions about: • the provision (teaching, assessing and reporting on) of all eight learning areas and/or subjects; • effective use of resources (human and financial) including learning environments, facilities and technology.
Year and/or band plans	Differentiated teaching and learning is planned in the **year and/or band plans** for each learning area and/or subject in response to the diverse needs of **all** the students in the cohort and shows: • effective coverage of the relevant achievement standards in response to assessment and reporting data; • the number and sequence of units to cover the relevant achievement standard, ensuring that the cognitive demands of the units follow a developmental sequence; • whether there are to be multiple opportunities to assess particular aspects of the achievement standard; • flexibility in the choice of resources that support the delivery of the learning area and/or subject; • the range and balance of summative assessment including the types and conditions suitable for equitable access.
Unit plans	Differentiated teaching and learning is detailed in **unit plans**, in response to the diverse needs of **all** students in each class and identifies: • the assessment and reporting data that will determine the starting points for teaching the unit and that will inform differentiated teaching; • the curriculum, pedagogy and assessment aligned to: – the targeted aspects of the relevant achievement standards being assessed; – the content descriptions targeted for differentiation and explicit teaching, leading to summative assessment. • the formative and summative assessment tasks designed to be inclusive; • any adjustments to the teaching and learning sequence to meet student needs; • effective pedagogical practices. Schools may record unit planning decisions in the OneSchool *Curriculum and Assessment* module. Strategies for differentiated teaching may be documented in OneSchool *Unit planning* and in the *Class Dashboard*.

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