

Respect | Integrity | Diligence | Compassion

7. Curriculum, Assessment and Reporting Plan



Years 7 to 10

1. Curriculum

Benowa State High School will:

- 1.1. develop and maintain a whole school curriculum, assessment and reporting plan with three levels of planning: provision of whole school curriculum; year plans for each subject and unit plans
- 1.2. implement (teach, assess and report on) the Australian Curriculum considering government priorities
- 1.3. teach French/Spanish/Japanese/Italian in Years 7 and Year 8 and offer these language programs in Years 10-12
- 1.4. embed Aboriginal and Torres Strait Islander (ATSI) histories and cultures using the Australian Curriculum cross-curriculum priority where appropriate, with the school's learning area subjects
- 1.5. use Standard Australian English as the basis for teaching, including the teaching of spelling
- 1.6. provide electives in Years 9 and 10 using the Australian Curriculum. The school will provide Geography, Civics and Citizenship, Economics and Business, Digital Technologies, Design and Technologies, Dance, Drama, Media Arts, Music Visual Arts and Language subjects
- 1.7. implement (teach, assess and report on) the Queensland Instrumental Music Curriculum (Years 7-12), as appropriate
- 1.8. provide Individual Curriculum Plans (ICPs) for the small percentage of students who are identified as requiring a different year - level curriculum in some or all learning areas for the reporting period
- 1.9. promote the school's position on homework

Health and Wellbeing

- 1.10. provide health and wellbeing education, including respectful relationships education, either as part of the delivery of the Australian Curriculum or as part of the school's Personal Development Program (PDP) in consultation with the school community
- 1.11. record completion of Cardiopulmonary Resuscitation (CPR) training or recognition of prior learning in OneSchool for students in Year 10

Pedagogy

- 1.12. implement the New Art and Science of Teaching (NASOT) pedagogical frame of pedagogical practices – appropriate for the age and nature of the learner and the learning
- 1.13. use a whole school approach to differentiated teaching and learning for all students including:
 - 1.13.1. students with disability
 - 1.13.2. gifted and talented students
 - 1.13.3. students who are learning English as an additional language or dialect in English EAL/D classes

Curriculum Risk Management

- 1.14. manage risks in the school curriculum activities procedure to ensure that foreseeable risks and hazards of curriculum activities are identified, assessed and controlled

2. Future pathways

Benowa State High School will:

- 2.1. ensure that every Year 10 student has completed a Senior Education and Training Plan (SETP) and has opportunities for review in Years 11 and 12
- 2.2. register all students with the Queensland Curriculum and Assessment Authority (QCAA) in the year before they turn 16 (or before the student completes Year 10, whichever occurs first) to open an individual learning account

3. Assessment

Benowa State High School will:

- 3.1. develop, retain and maintain a year plan for each subject that specifies the range and balance of summative assessments covering all aspects of the relevant achievement standard for the reporting period
 - 3.1.1. use student assessment and reporting data to provide the curriculum in a way that supports continuous improvement in student achievement

Formative assessment

- 3.2. administer monitoring tasks to gather information and track student progress against the relevant achievement standards
- 3.3. administer diagnostic tools to gather further evidence of student learning progress and to inform teaching and learning
- 3.4. administer standardised diagnostic tests in Years 7 and 9 within the National Assessment Program – Literacy and Numeracy (NAPLAN) and ACER - PAT M, PAT R, PAT S and TORCH (selected English classes) diagnostic tests

Summative assessment

- 3.5. design summative assessment to provide opportunities for all students to demonstrate their learning
- 3.6. administer summative assessment, for the purposes of reporting to parents/carers and to gather evidence against the relevant achievement standards
- 3.7. maintain and retain an assessment folio for each student in each subject. An assessment folio contains student responses to summative assessments as specified in the year plan
- 3.8. provide summative assessment tasks that include a task sheet, specifying the assessment conventions, and a marking guide, that uses the relevant achievement standard and assessable elements
- 3.9. 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 (seven-point scale in Year 10 IB)

Moderation

- 3.10. develop and maintain a whole school approach to moderation (refer to Benowa State High School "Whole School Moderation")
- 3.11. use moderation to align curriculum, pedagogy, assessment and reporting
- 3.12. use moderation to support consistency of teacher judgments and accuracy of reported results against the relevant achievement standards

4. Reporting

Benowa State High School will:

- 4.1. report on student performance against the relevant achievements standards
- 4.2. report effort and behaviour
- 4.3. report on students who have an Individual Curriculum Plan (ICP) against the achievement standards identified in the plan
- 4.4. report on students who are on a highly individualised curriculum against the learning expectations identified in their ICP
- 4.5. for students learning English as an additional language or dialect (EAL/D), determine whether in the first 12 months of Australian schooling they are exempt from reporting on the appropriate five-point scale and if so, use comments to provide a written statement about the student's learning:
 - 4.5.1. for the English learning area, use comments that reflect English language proficiency levels against the Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners
 - 4.5.2. for all other learning areas and/or subjects, comments describe student achievement and improvement with reference to the relevant standards
- 4.6. use the appropriate five-point scale for the year level (seven-point scale for Year 10 IB)
- 4.7. issue a written report to parents/carers, twice yearly, at the end of each semester
- 4.8. on request from parents/carers, provide a comparison of the student's level of achievement in each learning area and/or subject against the achievements of other students in the school, in the same year level who undertook the learning area and/or subject – while maintaining the privacy of individual students
- 4.9. offer parents/carers, the opportunity to discuss their child's achievement, effort and behaviour at the school with their child's teachers, twice yearly
- 4.10. provide reports on standardised assessments within the National Assessment Program – Literacy and Numeracy (NAPLAN) and sample assessments and ACER – PAT M, PAT R, PAT S and TORCH (selected English classes) diagnostic tests

Year 11 and 12

1. Curriculum and Assessment

Benowa State High School offers the Queensland Certificate of Education (QCE) system and the International Baccalaureate Diploma Programme (IBDP).

Benowa State High School will:

- 1.1. select curriculum to be implemented from the range of subject options available through the QCAA and IBDP
- 1.2. provide students with a program of learning that enables them to attain a Senior Education Profile, which may include a/an:
 - 1.2.1. state of results
 - 1.2.2. Queensland Certificate of Education (see eligibility requirements) or Queensland Certificate of Individual Achievement
 - 1.2.3. International Baccalaureate Diploma or Certificate
- 1.3. ensure that all teaching, learning and assessment (including internal and external assessment) programs comply with the requirements of the relevant authorities, for example:
 - 1.3.1. QCAA (General and Applied Senior Syllabuses and QCAA Short Courses)
 - 1.3.2. Australian Skills Quality Authority (Vocational Education and Training (VET))
 - 1.3.3. International Baccalaureate (IB)
 - 1.3.4. Council of International Schools (CIS)
- 1.4. comply with the requirement of the relevant authorities for quality assurance and certification procedures including the requirement to collect, verify and report the Unique Student Identifier (USI) for all students enrolled in a VET program

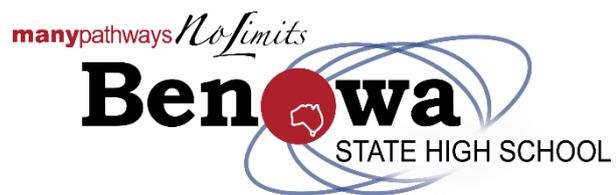
Health and Wellbeing

- 1.5. provide health and wellbeing education, including respectful relationships education, as part of the school's Personal Development Program (PDP)
- 1.6. record completion of Cardiopulmonary Resuscitation (CPR) training or recognition of prior learning in OneSchool for students in Year 12

2. Reporting

Benowa State High School will:

- 2.1. issue a written report to parents/carers twice a year
- 2.2. use the appropriate reporting scale for student achievement in each subject provided
- 2.3. offer parents/carers the opportunity to discuss their child's achievement, effort and behaviour at the school with their child's teachers, twice yearly
- 2.4. offer parents/carers the opportunity to discuss their child's achievement, relative to the performance of their peer group
- 2.5. report to the QCAA, IB and CIS
 - 2.5.1. students' enrolment and results information in accordance with the Senior Education Profile calendar and international accreditation agency calendars



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