

# Emu Creek State School



*Emu Creek State School*

## **Whole School Curriculum, Assessment and Reporting Plan Prep – Year 10**

Aligned to version 8 of the Australian Curriculum

Aligned to P-12 CARF 29/08/2020

<https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>

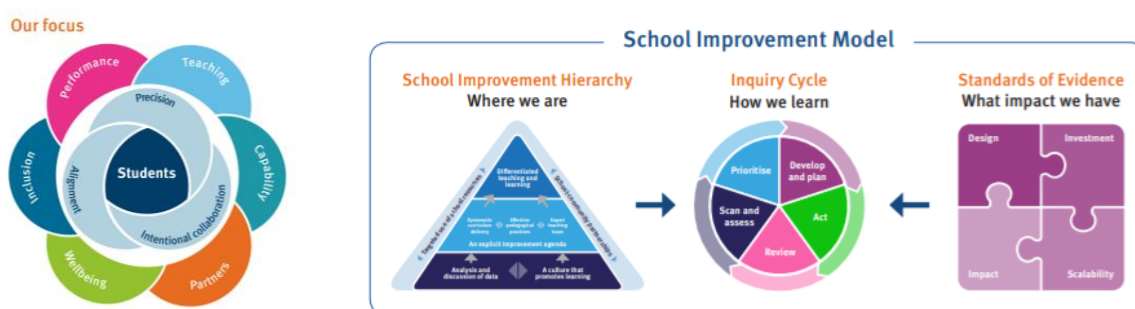
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## School Improvement

The Emu Creek State School Curriculum, Reporting and Assessment Plan seeks to reflect the improvement of students' outcomes through a rigorous focus on principles of alignment, precision and intentional collaboration in our school's performance, our teaching, our capability and our students' inclusion and wellbeing. Staff at Emu Creek State School deliver a quality curriculum to all students, assess and report on students as per agreed schedules that reflect departmental guidelines and policies, and model our school and community values.

Drawing upon the [State Schooling Strategy \(2021-2025\)](#), [P-12 CARE](#), our school's Annual Implementation Plan is focussed on every student succeeding.



## Vision for Emu Creek State School

Emu Creek is a great place to grow. Learn! Believe! Achieve!

- Inspire, support and teach all students to achieve their goals every day.
- Provide opportunities for all students to experience success by developing young minds through our quality teaching and learning, high expectations, encouragement and care.
- Nurture in each student a love of learning and self-belief.

## Our Values – Learn, Believe, Achieve

Our students value education and the pursuit of excellence. High learning expectations, celebrating diversity and a focus on the development of literacy and numeracy will see our students well placed for the move into higher education and beyond. The school pedagogical framework based on the broad constructs of the **Dimensions of Teaching and Learning** and an **Explicit Instruction methodology** promotes deep understanding and connectedness to the world. From this framework our school has developed models of ‘Best Practice’ teaching that are visible in classrooms and support success for students at each stage of learning. These teaching practices provide the catalyst for teacher professional development, professional dialogue and performance review.

Teachers use effective and timely assessment to inform planning and provide a differentiated curriculum to suit student learning needs. Our school targets and goals help measure student achievement during the year and from juncture to juncture. School performance is reviewed against set targets and this in turn informs our annual operational plan and improvement agenda. Our school’s core curriculum is derived from the Australian Curriculum, enacted through adjusted Curriculum to the Classroom (EQ- C2C) units of work. Student feedback and celebration of learning are central in driving our improvement agenda.

We acknowledge that information communication technologies provide opportunities to support and enhance learning and should be integral in all class and school programs.

Our school community fosters a culture that promotes an active and healthy lifestyle and provides opportunities for all students to develop their talents and interests. Emu Creek State School offers a broad range of activities both in school and across our cluster schools, including Instrumental Music, School Chaplaincy Program, Cluster Sports Days, Cluster STEAM Day.

Positive partnerships between our school, home and our community is essential to realising our motto of ‘A Great Place To Grow.’ This is supported by regular communication through face-to-face discussions, newsletters, our website, our Facebook site, email and SMS messages.

Our school values the wellbeing of our students and provides explicit and scaffolded programs to foster the development of positive social interactions between our students including You Can Do It and Zones of Regulation. This is also reflected in our Student Learning and Wellbeing Framework and Student Code of Conduct.

Within our school teaching community, all staff are incorporated into an Instructional Leadership approach. Conversations around the state agendas are the basis to our professional development journeys and are supported by cluster initiatives. The Principal facilitates opportunities for collaborative participation in formulating ongoing school policies, programs and processes.

## Overview

The Australian Curriculum is designed to develop successful learners, confident and creative individuals, and active and informed citizens. It is presented as a progression of learning from Foundation - Year 10 that makes clear to teachers, parents, students and others in the wider community what is to be taught, and the quality of learning expected of young people as they progress through school. The Foundation – Year 10 Australian Curriculum is described as a three-dimensional curriculum that recognises the central importance of disciplinary knowledge, skills and understanding; general capabilities and cross-curriculum priorities

The three dimensions of the Australian Curriculum



### Emu Creek State School Curriculum, Reporting and Assessment Plan (CARP)

This document aligns our school 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:

- Whole School Curriculum, Assessment and Reporting Plan (CARP)
  - 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

### Systematic Curriculum Delivery - Three Levels of Planning

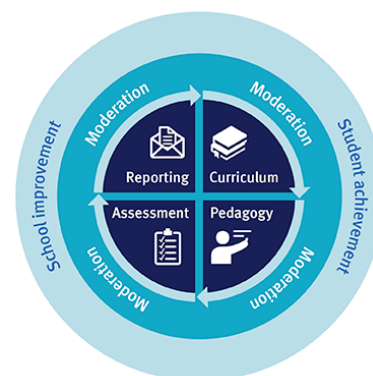


Emu Creek State School uses the **three levels of planning** to:

- **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;
- 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 Emu Creek State School involves school leaders and teachers using:

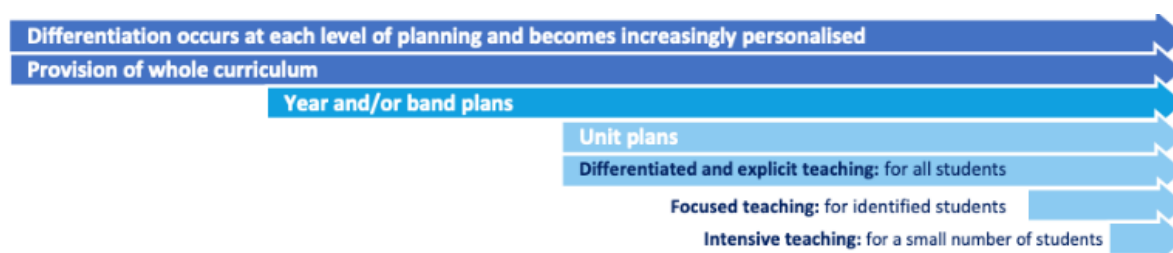
- whole school moderation processes
  - aligned curriculum, pedagogy, assessment and reporting practices;
- to ensure consistency of teacher judgements and accuracy of reported results against the Australian Curriculum (AC) achievement standards.



Our teachers align the teaching, assessing and reporting of the Australian Curriculum by adapting units from the [Curriculum into the Classroom](#) (C2C) materials.

### Whole school approach to differentiated teaching and learning:

A Whole School Approach to Support Student Learning caters for the learning needs of all students. Schools respond to the diverse learning needs of their students by identifying differentiated teaching and learning in all three levels of planning.



#### **Provision of whole curriculum plan**

Emu Creek responds to diverse learning needs with school decisions regarding

- implementation approach for all eight learning areas;
- effective resourcing (human and financial) including learning environment, facilities and technology.

#### **Year and/or band plans**

Emu Creek responds to diverse learning needs with school decisions regarding

- number and sequence of units suitable for coverage of the relevant achievement standard;

- range and balance of summative assessment including types and conditions suitable for equitable access for all students
- flexibility in choice of resources to support making the curriculum locally relevant and the delivery of the learning area and/or subject.

### ***Unit plans***

Emu Creek responds to the diverse learning needs of all students in the class with class decisions that

- use data to determine starting points for teaching and inform differentiation
- align curriculum, pedagogy and assessment aligned to the targeted aspects of the relevant achievement standard being assessed
- adjust formative and summative assessment tasks to be inclusive and consider the needs of all students
- adjust the teaching and learning sequence to meet the needs of all students.
- Identifying learning opportunities and necessary support such as focused teaching and intensive teaching for identified students.

Strategies for differentiated teaching may be documented in *OneSchool Unit planning*, *OneSchool Class Dashboard* or in a teacher's daily planning. Strategies for focused and intensive teaching must be documented in *OneSchool – Student Plan – Support Provisions* (for a small group) or *OneSchool – Student Plan – Personalised Learning Records* (PLRs) for a single student.

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 and addressed through the process for ICPs and/or PLRs. Ensuring that all student needs are identified and how support needs will be suitably in place will be negotiated during the planning session.

The following documents inform these processes:

- o [Individual Curriculum Plan](#)
- o [Students with Disability](#)
- o [Curriculum provision to gifted and talented students](#)
- o [English as an additional language or dialect \(EAL/D\) learners](#)

At Emu Creek State School, we place a strong emphasis on knowing the learner and provide differentiated teaching in the classrooms, as well as small group and individual support, based on student need. Our [ICP Flowchart](#) ensure that students on Individual Curriculum Plans are monitored and planning, assessment and progress is reviewed consistently and thoroughly.

## **Supporting documentation**

Emu Creek State 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 Emu Creek State School’s Curriculum, Assessment and Reporting plan is electronically available and accessible for all staff.

The supporting documents, found on the school curriculum drive include:

- [Providing the Australian Curriculum in Prep to Year 10 in Queensland state schools](#)
- [Determining implementation approaches for provision of the whole Australian Curriculum in Prep to Year 10](#)
- [Preparing students for success in senior secondary](#)
- [Assessment and moderation in Prep to Year 10](#)
- [Reporting to parents](#)
- [A whole school approach to differentiated teaching and learning](#)
- [Individual curriculum plan](#)
- [Students with disability](#)
- [Curriculum provision to gifted and talented students](#)
- [English as an additional language or dialect \(EAL/D\) learners](#)
- [Pedagogical framework](#)
- [Homework](#)
- [Statement of expectations: Water safety and learn to swim programs](#)
- [Student Learning and Wellbeing Framework,](#)
- [Parent and Community Engagement Framework](#)

## Provision of the whole 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 multi-age school context, Emu Creek State School provides the Australian Curriculum within the three levels of whole school curriculum, assessment and reporting planning starting with the provisioning the whole curriculum.

### [Curriculum Provision for 2021](#)

#### Planning for providing the Australian Curriculum in Prep to Year 10 2021

Year level	Reporting period	English	Mathematics	Science	Humanities and social sciences	Health and Physical Education	Technologies	The Arts	Languages
Prep	Sem. 1					Health			
	Sem. 2					PE			
1	Sem. 1					Health	Design	Visual Arts	
	Sem. 2					PE	Digital	Drama	
2	Sem. 1					Health	Design	Visual Arts	
	Sem. 2					PE	Digital	Drama	
3	Sem. 1					Health	Digital	Visual Arts	
	Sem. 2					PE	Digital	Drama	
4	Sem. 1					Health	Digital	Visual Arts	
	Sem. 2					PE	Digital	Drama	
5	Sem. 1					Health	Digital	Visual Arts	
	Sem. 2					PE	Digital	Drama	
6	Sem. 1					Health	Digital	Visual Arts	
	Sem. 2					PE	Digital	Drama	

Subject is taught, assessed and reported on
  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

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 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.



All Year and/or Band plans for all learning areas and/or subjects can be located in G Drive: A classroom overview for each class is also provided to ensure alignment between year level or band plans and the units of work being taught in class.

English	English will be taught in years P – 6 by the classroom teacher.	
Maths	Maths will be taught in years P – 6 by the classroom teacher.	
Science	Science will be taught in years P – 6 and taught by the classroom teacher.	
HaSS	The school implements the Australian Curriculum: Humanities and Social Sciences using the learning area approach and HaSS Achievement Standard for each year level in Prep – 6. HaSS is taught by the classroom teacher.	
HPE	Health and Physical Education in P-6 utilises the learning area achievement standard and is taught by: <b>Health:</b> classroom teacher <b>Physical Activity:</b> PE specialist At Emu Creek SS, <b>Swim and Survival</b> skills program is taught by Glennie Pool in accordance with the WSSEP Guidelines and the National Swimming and Water Safety Framework. Qualified swim teachers, as per the CARA Guidelines, deliver the program. Respectful Relationships Education Program is taught and aligned to our C2C V8 Health Units.	
Languages - Japanese	Languages in years 5-6 will be taught by the specialist languages teacher through Charters Towers School of Distance Education. Online lessons are supervised by a Teacher Aide.	
The Arts	The school implements the Australian Curriculum: The Arts using the learning area approach and The Arts Achievement Standard. The Arts is taught by the classroom teacher.	
Technologies	The school implements the Australian Curriculum: Technologies using the learning area approach and the Technologies Achievement Standard. Technologies is taught by the classroom teacher.	

## Unit Plans

Unit plans for each learning area and/or subject will be sourced by teachers from:  
English – [P -6 Curriculum Planning Model](#) and [C2C Digital Guides](#)  
History, Science - [P -6 Curriculum Planning Model](#)  
Maths, Technologies, Arts, Health – [C2C](#)

They will include and 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 differentiated teaching and learning sequence;
- summative assessments, including task sheets and marking guides;
- opportunities for monitoring, including specific monitoring (formative) task(s);
- opportunities for moderation at multiple junctures;
- strategies to differentiate teaching and learning;
- resources that support teaching and learning;
- opportunities for feedback to students



Unit plans will document the opportunity for moderation at multiple junctures. More information about this can be found in [Whole School Moderation Process](#).

All teachers manage risks in school curriculum activities to ensure the safety of students by utilising the [Curriculum Activity Risk Assessment \(CARA\)](#) process to ensure risks and hazards of are identified, assessed and controlled.

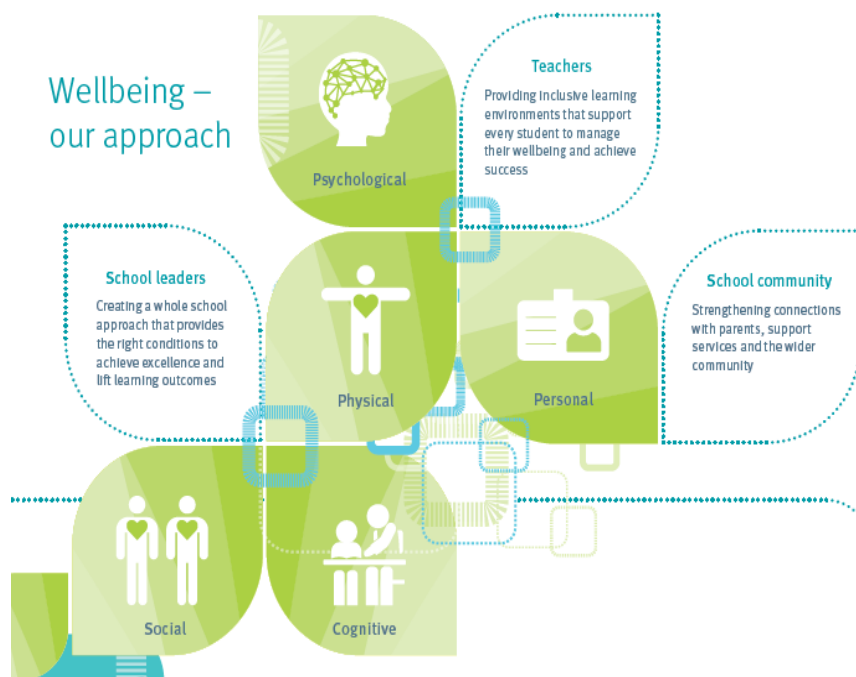
Teachers will engage in **collaborative planning sessions** during staff meetings and at Collaboration Days across the cluster each term.

In planning time teachers will:

- use pre-moderation (before the assessment task takes place) to align the curriculum, pedagogy, assessment and reporting that reflects on the strengths, needs and next steps required to improve teaching and learning .
- utilise a backward mapping process to develop deep understandings of the unit.
- ascertain key pedagogical practices to ensure the needs of all students are met.

# Health and Wellbeing Education

## Student and Learning Wellbeing Framework.



At Emu Creek SS we deliver health and wellbeing education as part of the delivery of the Australian Curriculum: Health and Physical Education and as part of the school’s pastoral care program in consultation with the school community. Health and Wellbeing education programs include You Can Do It and Zones of Regulation.

The school’s [Water safety and swimming education program](#) provided in Prep to Year 6, is incorporated in Term 4 and conducted at Glennie Pool.

### Curriculum Activity Risk Assessment (CARA)

Teachers will utilise the [CARA activity guidelines](#) to provide risk assessment documentation to identify, plan for and control potential risks.

### Parent and Community Engagement Framework



## Whole school Pedagogical Approach to Student Learning

The school's research-validated [Pedagogical Framework](#) outlines the approaches and practices utilised by all staff to enact the Australian Curriculum.

### Whole School Moderation Process

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

Moderation is reflected in the three levels of curriculum, assessment and reporting.

Teachers will utilise the moderation processes to build a deep understanding of the Australian Curriculum, build assessment literacy and support consistency of teacher judgments and accuracy of reported results against the relevant standards.

In choosing a moderation focus, teachers will utilise the following sources:


A – E data trends



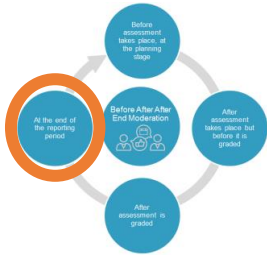
Learning area data trends

Assessable elements

Our whole school approach to moderation involves teachers engaging in professional conversations both as a year level and with the cluster, sharing expectations about student learning and achievement. This process supports teachers to align curriculum, pedagogy, assessment and reporting

**All teachers will engage in each of the following processes across the school year:**

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

Emu Creek State School - Moderation Schedule 2021

Emu Creek State School - Moderation Schedule 2021								
	Term 1		Term 2		Term 3		Term 4	
Moderation cycle	Before	After (1)	Before	After (2)	Before	After (2)	Before	End
<b>ALL Year Levels</b>	English (Narrative unit) Clifton Cluster 21 <sup>st</sup> January Leyburn SS	English Narrative unit Clifton Cluster 25 <sup>th</sup> March @ Clifton SS	English Unit School level 30 <sup>th</sup> March	English Unit School level T2 W7 or W8 Staff Meeting	Maths Unit School level T3 W1 Staff Meeting	Maths Unit Clifton Cluster 9 <sup>th</sup> September @ Clifton SS	Maths Unit School level T4 W1 Staff Meeting	Maths and English Portfolio Clifton Cluster • Date - TBA

Staff meeting planner Semester 1 – 2021

To be created and inserted!

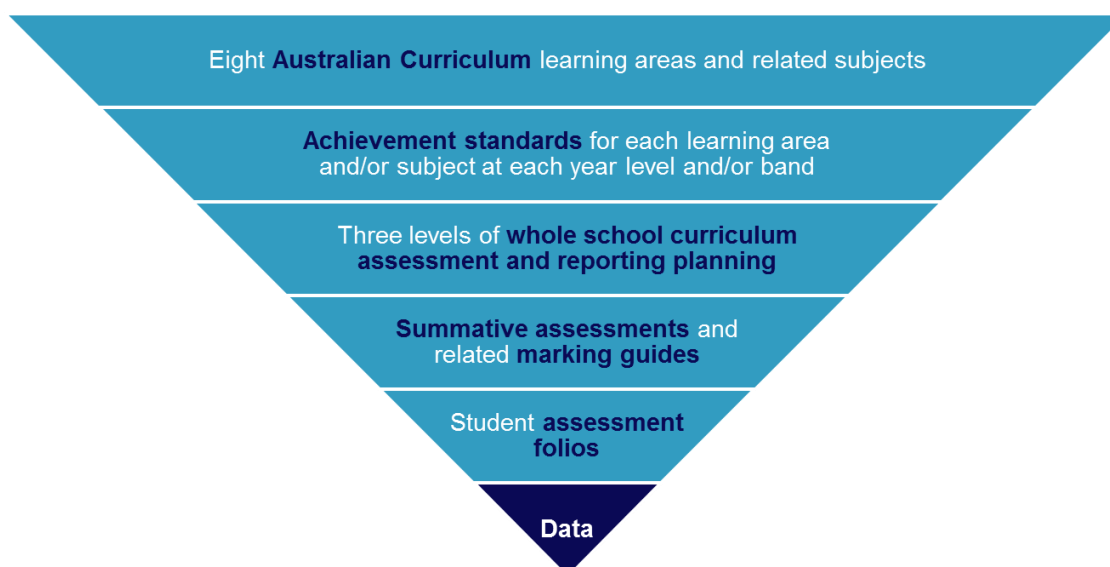
Term 1

Term 2

## 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.



The school provides a whole school assessment plan to capture:

- A long term plan for when they will teach, assess and report on each learning area and/or subject within and across years or bands
- A plan for assessment that is proportionate within and across year levels
- A 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 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

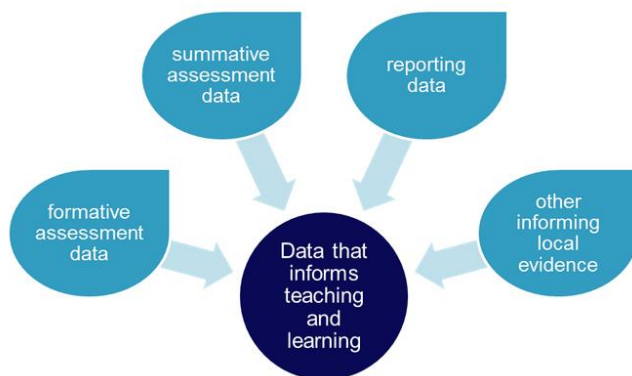
Teachers also use unit plans to detail:

- 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



## Using data to lift performance

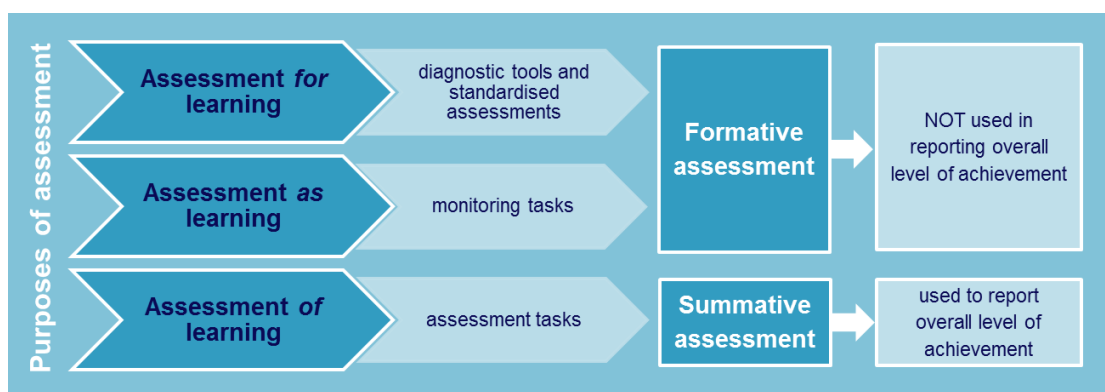
Emu Creek SS engages in evidence-informed cycles of inquiry using a range of data to provide the curriculum in a way that supports continuous improvement in student achievement.



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:

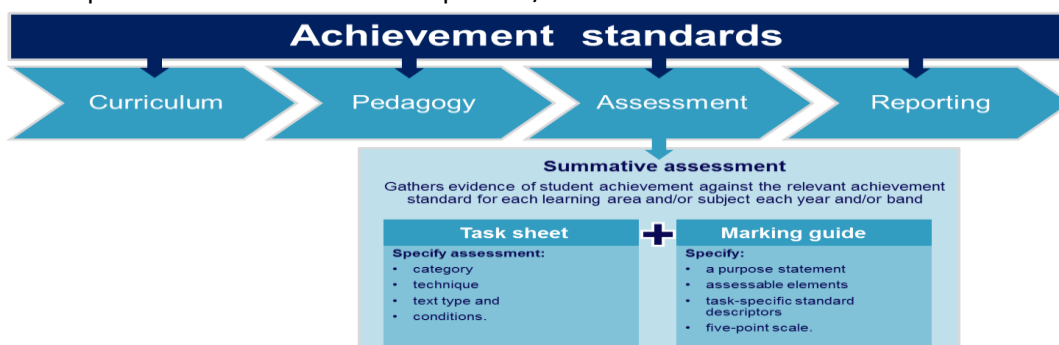
- **formative assessment data** – formal and informal monitoring tasks that track student progress against aspects of the relevant achievement standard; and diagnostic and standardised assessment that informs differentiation of teaching and learning
- **summative assessment data** – levels of achievement 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.

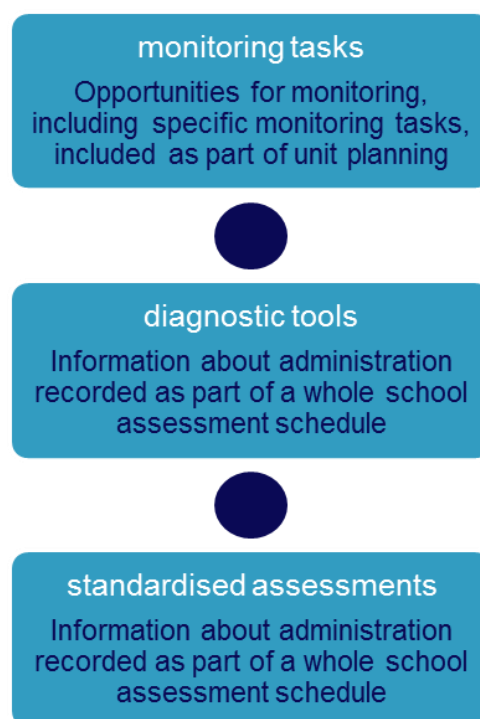


Teachers make [standards-based judgments](#) to award a level of achievement for student work demonstrated in response to [summative assessment](#) for a learning area and/or subject. At <NCR State School> this is the C2C Assessment task. Summative assessment tasks contribute to the overall rating for 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. 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 (could be from C2C Unit resource or 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;
  - Early Start (Prep-Year 2)
  - Literacy Continuum (Year 3 – Year 6)
  - PM (Prep-Year 6)
  - IPI (Year 3-6)
- standardised assessments – used to measure the understandings and skills developed over time by teaching the curriculum. Examples include National Assessment Program (NAP) for Literacy and Numeracy, science literacy, civics and citizenship, and information and communication technology.
  - NAPLAN (Year 3, Year 5)
  - Pat – R (Year 1 – Year 6)



## Assessment schedule (Data plan)

Emu Creek State School's approach to systematic curriculum delivery, through three levels of planning, supports 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.

## Emu Creek State School Assessment Overview

Tool	Prep		Year 1/2				Year 3/4				Year 5/6						
	Semester 1		Semester 2		Semester 1		Semester 2		Semester 1		Semester 2		Semester 1		Semester 2		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Literacy & Numeracy	Early Start Mapping		On Entry W4														
Literacy	Literacy Continuum																
Reading	PROBE									Wk4 & Wk8 of each term after PM L30				Wk4 & Wk8 each term after PM L30			
	PM Testing / IPI	W7-8 of each term				W7-8 of each term				W7-8 of each term				W7-8 of each term			
	PAT-R Comprehension Test																
	NAPLAN against National minimum standards																
	NAPLAN against National Minimal Standards																
	Weekly Spelling Testing	Ongoing Weekly Testing and analysis of High Frequency and Curriculum Words															
	NAPLAN against National Minimal Standards NAPLAN																
Numeracy	NAPLAN against National Minimal Standards NAPLAN																
Australian Curriculum Learning Areas	English Maths Science HASS	Wk 9	Wk 8	Wk 9	Wk 8	Wk 9	Wk 8	Wk 9	Wk 8	Wk 9	Wk 8	Wk 9	Wk 8	Wk 9	Wk 8	Wk 9	
	The Arts		Wk 9		Wk 9		Wk 9		Wk 9		Wk 9		Wk 9		Wk 9	Wk 8	
	Technologies		Wk 9		Wk 9		Wk 9		Wk 9		Wk 9		Wk 9		Wk 9	Wk 9	
	HPE	Wk 9	Wk 8	Wk 9	Wk 8	Wk 9	Wk 8	Wk 9	Wk 8	Wk 9	Wk 8	Wk 9	Wk 8	Wk 9	Wk 8	Wk 8	
	Languages																

## Reporting

[Reporting to parents](#) occurs four times each school year across two platforms:

- Report Cards at end of Semester 1 and 2
- Parent Teacher Interviews beginning Term 2 and end 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. At Emu Creek State School this is the C2C Assessment task. 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 Terms Four (refer to Moderation Schedule).

## School Homework Policy

Education Qld has a homework policy for students. It outlines that Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural and employment where appropriate.

Homework that enhances student learning:

- is purposeful and relevant to students needs
- is appropriate to the phase of learning (early, middle and senior)
- is appropriate to the capability of the student
- develops the student's independence as a learner
- is varied, challenging and clearly related to class work
- allows for student commitment to recreational, employment, family and cultural activities.

State school policies

Principals will distribute the school homework policy to staff, students, and parents and caregivers, particularly at the time of student enrolment.

In implementing the [school's homework policy](#), teachers will:

- use homework that is varied, challenging and directly related to class work and appropriate to students' learning needs.
- check homework regularly and provide timely and useful feedback.
- discuss with parents and caregivers any developing problems concerning their child's homework and suggest strategies to assist with their homework.