

Sunshine Beach State School

P – 6 Curriculum Framework



Whole-school curriculum, assessment and reporting plan

Prep – Year 6

aligned to version 8 of the Australian Curriculum

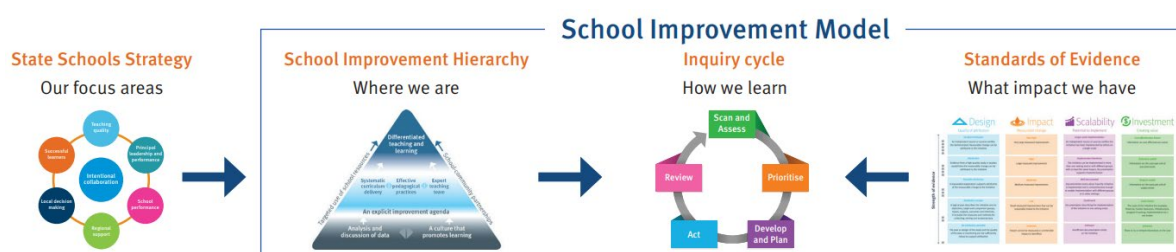
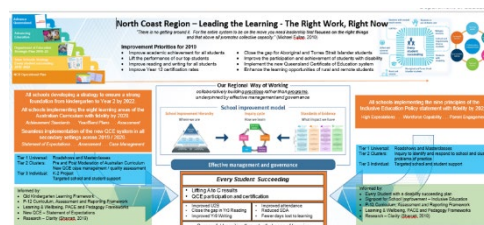
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School Improvement - System

The Sunshine Beach State School Curriculum, Reporting and Assessment Plan provides a clear outline of our school's systematic delivery of curriculum. This plan supports our teachers to ensure the delivery of quality curriculum to all students, assess and report on learning as per agreed schedules and reflects departmental guidelines, policies and our community values.

Drawing upon the State Schooling Strategy (2019-2023), North Coast Region way of working, our school's Annual Implementation Plan, Sunshine Beach State School is focussed on every student succeeding.



Sunshine Beach State School Vision

Sunshine Beach State School empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being, to ensure every student succeeds.

Overview

The Curriculum, Reporting and Assessment Plan, is aligned with the [P-12 Curriculum, Assessment and Reporting Framework](#), (P-12 CARF).



Sunshine Beach 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.

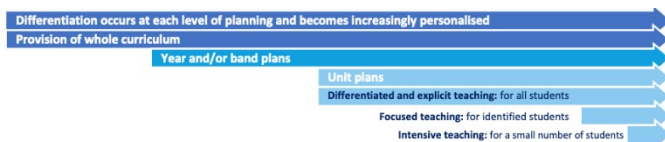
Whole school Approach to Differentiated Teaching and Learning

Inquiry cycle



Sunshine Beach State School facilitates collaborative planning sessions each term. In planning time, prior units of work are reviewed and discussed using the *Inquiry Cycle* model ([The Evidence Hub](#)) that enables teachers to review and reflect on the learning and consider the next steps required to improve teaching and learning.

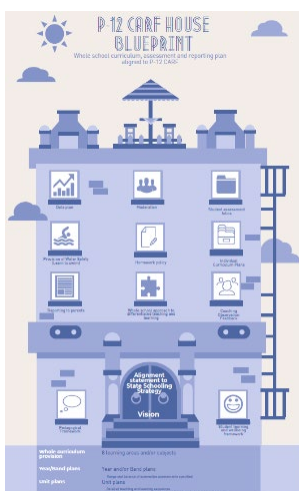
Planning discussions will also involve [pedagogical practice](#). This will include what [should be included to support the learning](#), what formative assessment may be useful to determine how students are on track towards the assessment task, whether tools may exist within the C2C resource list or other mechanisms, and how students will receive this as feedback.



Sunshine Beach State School responds to the diverse learning needs of their students by identifying differentiated teaching and learning in all three levels

of planning. This ensures that every student is supported to access and participate in the curriculum leading to continuous improvement in student achievement. Particular learning needs for individual students will be identified through the process for [Individual Curriculum Plans \(ICPs\)](#) and ISPs. Ensuring that all student needs are identified and how support needs will be suitably in place will be negotiated during planning sessions and student services meetings with the Learning Engagement Teaching (LET) team.

Documentation



Sunshine Beach 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 Sunshine Beach State School's Curriculum, Assessment and Reporting plan is electronically available and accessible for all staff via the Curriculum One Note.

Provision of Whole School Curriculum

Using the recommended time allocations ([Providing the Australian Curriculum in Prep to Year 10 in Queensland state schools from 2017](#)) and taking into account the school context, Sunshine Beach 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.

Sunshine Beach State School leadership team has collaboratively made decisions about:

- the approach to curriculum
 - Sunshine Beach State School implements the learning areas of Science, Design and Digital technologies, The Arts, the Health component of HPE and HASS through a block planning approach
- the provision of the curriculum, including the banded curriculum
 - English provision
 - Option B – NCR Small Schools Plan B using multi-level alignment planners (4 Units)
- use of resources
 - Sunshine Beach State School has chosen a learning approach for HASS and The Arts learning areas and a subject-based approach for Digital and Design Technologies. Sunshine Beach State School has given careful consideration to time allocations in ways that ensure teaching, learning and assessment are planned for learning areas and/or subjects with generalist and/or specialist teachers in Prep to Year 6 to be consistent with the guiding principles.

One School

All Sunshine Beach State School's decisions about the provision of the curriculum have been recorded in OneSchool, Primary reporting plan, at the beginning of each academic year.



The image shows a screenshot of a OneSchool Primary reporting plan spreadsheet. The spreadsheet is organized into columns representing different learning areas and subjects, and rows representing different units or periods. The data is presented in a grid format with various colored cells (yellow, green, red) indicating different levels of provisioning or status. The spreadsheet is titled 'Primary reporting plan' and includes a header section with various fields for school information and reporting details.

Long-term provision of curriculum across 8 learning areas

Year level		Prep		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6																		
Semester		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2																	
Australian Curriculum learning areas in Prep to Year 6																																
Year achievement standards																																
English		U1, U2	U3, U4	U1, U2	U5, U6	U4, U3	U5, U6	U2, U3	U5, U6	U1, U3	U5, U6	U1, U2	U5, U6	U1, U2	U4, U5																	
Mathematics		U1, U2	U3, U4	U1, U2	U3, U4	U1, U2	U3, U4	U1, U2	U3, U4	U1, U2	U3, U4	U1, U2	U3, U4	U1, U2	U3, U4																	
Science		U3, U2	U1, U4	U1, U2	U3, U4	U2, U1	U3, U4	U1, U3	U2, U4	U2, U3	U4, U1	U1, U2	U3, U4	U1, U2	U3, U4																	
Humanities and Social Sciences		U1	U2	U1	U2	U2	U1	U1	U2	U1	U2	U3, U4	U1	U2	U3, U4																	
Band achievement standards																																
Health and Physical Education		Health		U4 I am safe	U3 We all Belong	U2 Good Choices, Healthy Me	U4 My safety, my responsibilities	U3 We all Belong	U2 Good Choices, Healthy Me	U4 Message Targets	U1 Good Friends	U4 I am Healthy and Active	U1 Good Friends	U2 Culture in Australia: Positive Interactions	U1 Emotional Interactions	U2 Healthy Habits	U1 Emotional Interactions	U4 Transitioning														
		Physical Activity		Locomotion & PMP (modified U4 C2C)	U2	U3	U1	PMP Circuits U3	Sport It Program – Red U2	Y2 U4 Sport It Program – Green U2	U1 T-Ball	Co-operative Games U3	Sport It Program – Orange U2	Y2 U4 Sport It Program – Blue U2	U1 T-Ball	Y4 U3 Cross Country	Y4 U2 Sport It Program – Purple U3	Y3 U3 Oztag	Red Ball Tennis U3	Splash Splash C2C U3	Y4 U2 Sport It Program – Grey U3	Y3 U3 Oztag	Red Ball Tennis U3	Splash Splash C2C U3	Crickets Y6 U2	Athletics Y6 U3	Y5 U3 Touch	Y6 U4 Hockey	Crickets Y6 U2	Athletics Y6 U3	Y5 U3 Touch	Y6 U4 Hockey
		Complementary Programs		Swimming		Swimming		Swimming		Athletics Carnival		Athletics Carnival		Swimming		Surf Education																
The Arts Year A Year B		Dance		T3 – Freestyle & Spatial Awareness		T3 – Known dances		T3 – Known dances		T3 – Different styles of Dance		T3 – Different styles of Dance		T3 – Giving and applying Peer/Self Feedback to perfect routines		T3 – Giving and applying Peer/Self Feedback to perfect routines		T3 – Giving and applying Peer/Self Feedback to perfect routines														
		Drama		T2 - Emotions		T2 – Puppets		T2 – Puppets		T2 – Melodrama		T2 – Melodrama		T2 – Characterisation & Performing Scripts		T2 – Characterisation & Performing Scripts		T2 – Characterisation & Performing Scripts														
		Media Arts		T4 – Still images & sound effects		T4 – Typography		T4 – Typography		T4 – Stop Motion		T4 – Stop Motion		T4 – Mini Documentary		T4 – Mini Documentary		T4 – Mini Documentary														
		Music		T1 – Aust Music		T1 - Instruments		T1 - Instruments		T1 – Recorder		T1 – Recorder		T1 – Recorder		T1 – Recorder		T1 – Recorder														
Technologies		Design and Technologies		Design and build a bridge C2C adapted Unit 3		Grow, Grow, Grow Unit 2		Spin It Unit 1		Repurpose it Unit 1		Pinball Paradise Unit 3				Hands off! Unit 2																
		Digital Technologies		Handy Helpers Part C Unit 1		Handy Helpers Part A Unit 1		Handy Helpers Part B Unit 1		What digital systems do you use? Unit 1		What's your waste footprint? Unit 2					Data changing our world Unit 2															
Languages		Italian (Specialist)		Teddy Bear's Picnic Unit 6	How do we celebrate special days? Unit 7	A day out with my family Unit 8	Getting ready for school Unit 9	Stories, songs and rhymes Unit 11	Our mascot's adventure Unit 12	A day in an Italian school Unit 2	Active kids Unit 3	Out and about Unit 4	Amazing places Unit 5	Mini chef Unit 7	What's in a name Unit 1	What is family Unit 2	What is character Unit 6	What is school life Unit 7														
Recommended hours for approximately 80% of school time each year of 1000 hours		800		800		800		800		800		800		800																		

Year and/or band plans

Sunshine Beach State School Year and/or Band plans capture:

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

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

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



All Year and/or Band plans for all learning areas and/or subjects can be located on Sunshine Beach State School's OneNote. An overview of each has been provided in this document only (for further information and detail, please refer to OneNote).

English

Sunshine Beach State School implements the Australian Curriculum: English and the Achievement Standard for each year level.

The Achievement Standard includes Receptive modes (listening, reading and viewing) and Productive modes (speaking, writing and creating).

Prep-Year 6

Australian Curriculum: English — Prep
Example Year level plan

Year level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Receptive modes Reading Viewing Listening						
Productive modes Speaking Writing Creating						
Depth of the achievement standard Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 6						

Maths

Sunshine Beach State School implements the Australian Curriculum: Mathematics and the Achievement Standard for each year level. Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

Prep-Year 6

Australian Curriculum: Mathematics — Prep

Year level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Receptive modes Reading Viewing Listening						
Productive modes Speaking Writing Creating						
Depth of the achievement standard Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 6						

Science

Sunshine Beach State School implements the Australian Curriculum: Science and the Achievement Standard for each year level.

Prep-Year 6

Australian Curriculum: Science
Prep Year level plan

Year level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Receptive modes Reading Viewing Listening						
Productive modes Speaking Writing Creating						
Depth of the achievement standard Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 6						

The Arts

Sunshine Beach State School implements the Australian Curriculum: The Arts and the Achievement Standard for each year level.

Prep-Year 6

Australian Curriculum: The Arts — Years 5 to 6 Band plan

The [AC Year 5 to 6 curriculum, assessment and reporting framework](#) and the supporting document [Assessment and Moderation Hub: Learning assessment and moderation updated July 2023](#) specify the band plans are required to describe the content, the nature of the assessment, the nature of the assessment and reporting process of the whole curriculum year and/or band plans, and/or year levels.

The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for The Arts in Years 5 to 6.

- appropriate to the available, and appropriate to the learning area and the nature of the curriculum and assessment processes for The Arts in Years 5 to 6.
- effective in gathering evidence of student work that demonstrates all aspects of the relevant achievement standard.

CURRICULUM	YEAR 5				YEAR 6			
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
Unit name	The Arts	The Arts	The Arts	The Arts	The Arts	The Arts	The Arts	The Arts
Unit description	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for The Arts in Years 5 to 6.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for The Arts in Years 5 to 6.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for The Arts in Years 5 to 6.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for The Arts in Years 5 to 6.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for The Arts in Years 5 to 6.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for The Arts in Years 5 to 6.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for The Arts in Years 5 to 6.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for The Arts in Years 5 to 6.
ASSESSMENT	YEAR 5				YEAR 6			
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
	Task type							
	Mode							
Range and balance of assessment methods and assessment conditions								
Aspects of the achievement standard								

Technologies

Sunshine Beach State School implements the Australian Curriculum: Technology and the Achievement Standard for each year level.

Prep-Year 6

Australian Curriculum: Technologies — Prep to Year 2 Example Band plan

The [AC Year 1 to 2 curriculum, assessment and reporting framework](#) and the supporting document [Assessment and Moderation Hub: Learning assessment and moderation updated July 2023](#) specify the band plans are required to describe the content, the nature of the assessment, the nature of the assessment and reporting process of the whole curriculum year and/or band plans, and/or year levels.

The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for Technologies in Years 1 to 2.

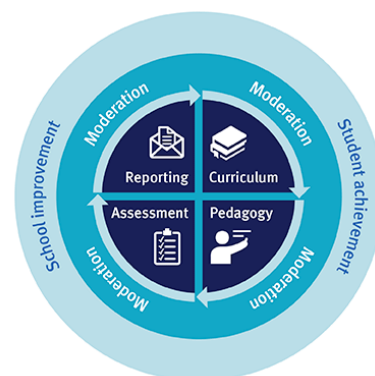
- appropriate to the available, and appropriate to the learning area and the nature of the curriculum and assessment processes for Technologies in Years 1 to 2.
- effective in gathering evidence of student work that demonstrates all aspects of the relevant achievement standard.

CURRICULUM	YEAR 1				YEAR 2			
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
Unit name	Technologies	Technologies	Technologies	Technologies	Technologies	Technologies	Technologies	Technologies
Unit description	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for Technologies in Years 1 to 2.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for Technologies in Years 1 to 2.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for Technologies in Years 1 to 2.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for Technologies in Years 1 to 2.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for Technologies in Years 1 to 2.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for Technologies in Years 1 to 2.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for Technologies in Years 1 to 2.	The following template is an example of a band plan that will enable schools to provide an overview of the curriculum and assessment processes for Technologies in Years 1 to 2.
ASSESSMENT	YEAR 1				YEAR 2			
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
	Task type							
	Mode							
Range and balance of assessment methods and assessment conditions								
Aspects of the achievement standard								

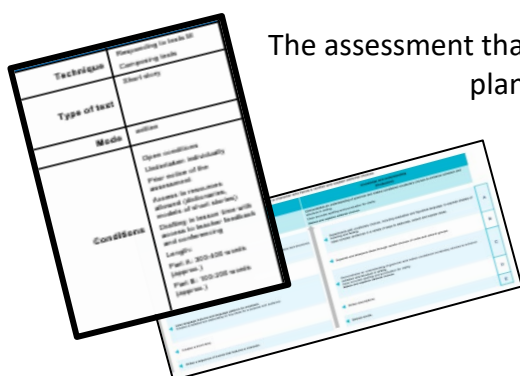
Unit Plans

Sunshine Beach State School unit plans for each learning area and/or subject detail:

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



Unit plans include moderation at multiple junctures (more information about this can be found in [Whole School Moderation Process](#)). The Anchor Charts completed collaboratively during pre-moderation hyperlinked to the C2C unit resource entail all the necessary aspects of Unit Plans.



The assessment that has been planned in Sunshine Beach State School's unit plans include:

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

All Unit plans (including assessment task) for all learning areas and/or subjects can be located on Sunshine Beach State School's OneNote.

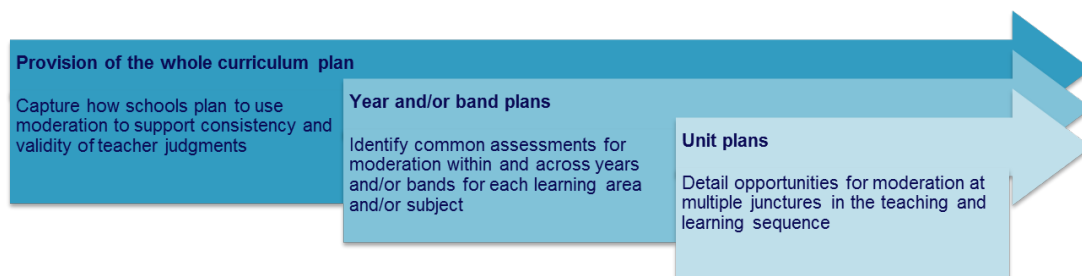
Sunshine Beach State School Whole School Moderation Process

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

Sunshine Beach State School staff have a shared understanding about:

- alignment between curriculum, pedagogy and assessment;
- role and use of frequent common assessment;
- achievement standards within and across learning areas from Prep to Year 6
- marking guides and assessable elements.

Moderation at Sunshine Beach State School is reflected in the three levels of curriculum, assessment and reporting.

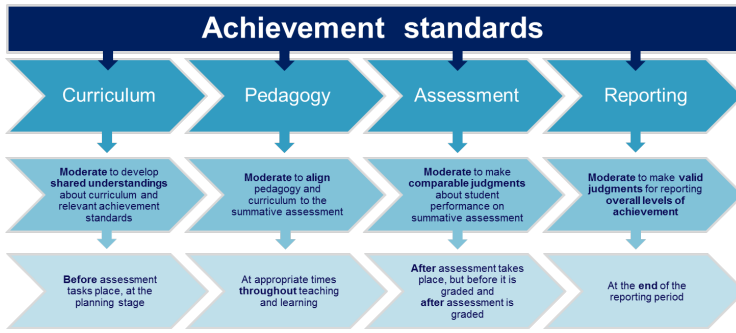


Sunshine Beach State School acknowledges that moderation is an iterative and cyclical process and occurs:

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

Moderation schedule

Sunshine Beach State School facilitates moderation during the above-mentioned stages drawing upon the resources provided in the [Assessment and Moderation Hub](#). Our whole school approach to moderation



involves teachers engaging in professional conversations and sharing expectations about student learning and achievement. This process supports teachers to align curriculum, pedagogy, assessment and reporting.

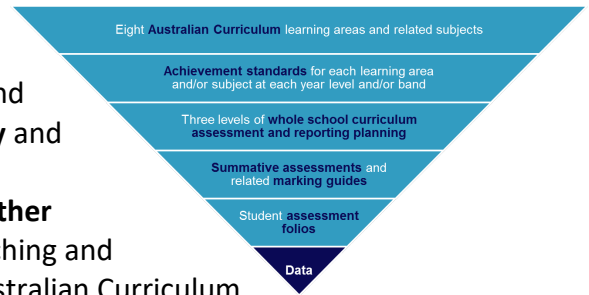
SBSS Moderation Cycle

	M1	M1.2 CASW	M2	M3	M4	External Moderation Northern Cluster HOC Network
Term 1	During planning session end of Term 4 / Pupil Free Days Term 1	Wk 2 Identification/analysis of Term 1 Marker Students Wk 5 Check in and analysis of work sample / moderation of pedagogy Wk 8 Check in of Marker Student during moderation	Staff meeting Week 9 Blind Marking			Week 4 Year 5 Week 8 Year 3
Staff involved	Led by: HOD-C Staff engaged: Sector DP, Classroom teachers, LET staff	Led by: HOD-C & Team leaders (Leadership / Specialist staff/LE Team) Staff engaged: All Classroom Teachers	Led by: HOD-C Staff engaged: All leadership team and teaching staff			Led by: HOD-C Staff engaged:
Term 2	During planning session end of Term 1	Wk 2 Identification/analysis of Term 1 Marker Students Wk 5 Check in and analysis of work sample / moderation of pedagogy Wk 8 Check in of Marker Student during moderation			Staff meeting Week 8 Portfolio/Subject Area Moderation	Week 4 Year 2 Week 8 Year 4
Staff involved	Led by: HOD-C Staff engaged: Sector DP, Classroom teachers, LET staff	Led by: HOD-C & Team leaders (Leadership / Specialist staff/LE Team) Staff engaged: All Classroom Teachers			Led by: HOD-C Staff engaged: All leadership team and teaching staff	Led by: HOD-C Staff engaged:
Term 3	During planning session end of Term 2	Wk 2 Identification/analysis of Term 1 Marker Students Wk 5 Check in and analysis of work sample / moderation of pedagogy Wk 8 Check in of Marker Student during moderation		Staff meeting Week 9		Week 4 Year 1 Week 8 Year 6
Staff involved	Led by: HOD-C Staff engaged: Sector DP, Classroom teachers, LET staff	Led by: HOD-C & Team leaders (Leadership / Specialist staff/LE Team) Staff engaged: All Classroom Teachers		Led by: HOD-C Staff engaged: All leadership team and teaching staff		Led by: HOD-C Staff engaged:
Term 4	During planning session end of Term 3	Wk 2 Identification/analysis of Term 1 Marker Students Wk 5 Check in and analysis of work sample / moderation of pedagogy Wk 8 Check in of Marker Student during moderation			Staff meeting Week 8 Portfolio/Subject Area Moderation	Week 4 Prep
Staff involved	Led by: HOD-C Staff engaged: Sector DP, Classroom teachers, LET staff	Led by: HOD-C & Team leaders (Leadership / Specialist staff/LE Team) Staff engaged: All Classroom Teachers			Led by: HOD-C Staff engaged: All leadership team and teaching staff	Led by: HOD-C Staff engaged:

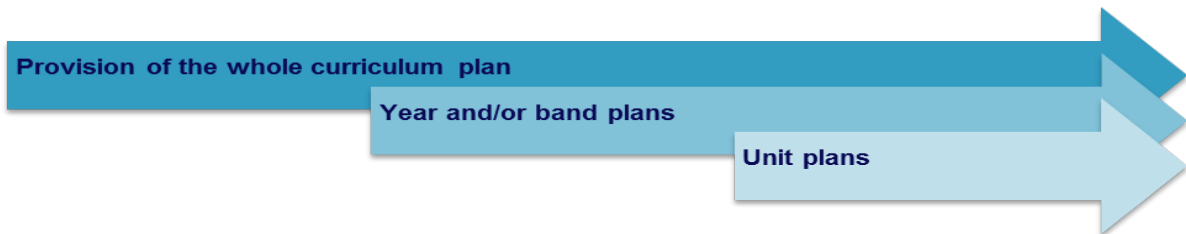
Assessment

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.



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



Sunshine Beach State School [provisions the whole curriculum plan](#) to capture:

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

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

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

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

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

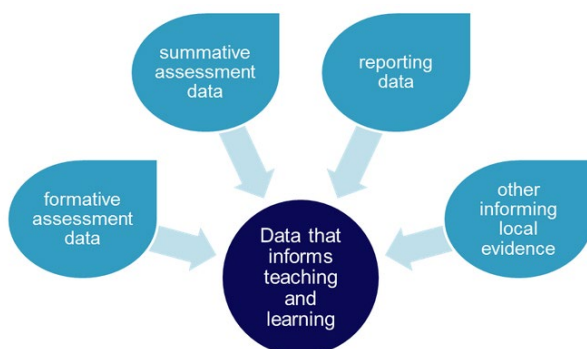
Assessment as part of systematic curriculum delivery relies on:

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



Using data to lift performance

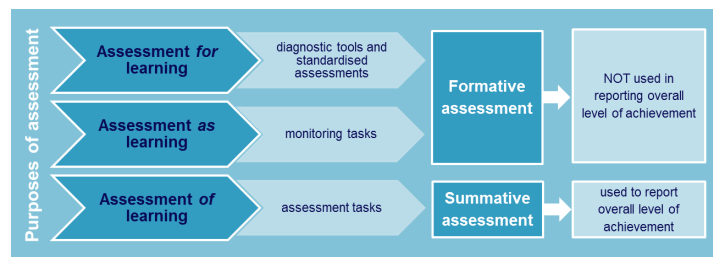
Schools engaged in evidence-informed cycles of inquiry use a range of data to provide the curriculum in a way that supports continuous improvement in student achievement.



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

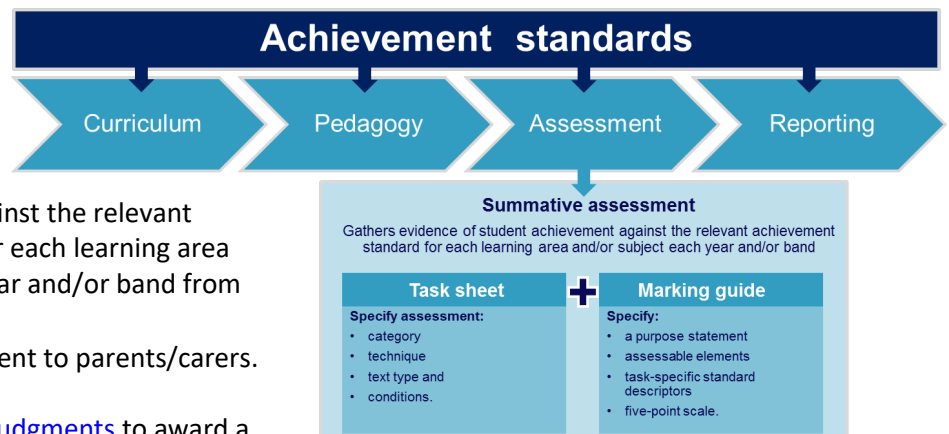
- **reporting data** – overall levels of achievement (using a five-point scale) and student performance against each assessable element recorded on the student's [assessment folio](#) for each learning area and/or subject at the end of each semester.
- **Informing local evidence**- non-academic data; 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 6; and
- report levels of achievement to parents/carers.

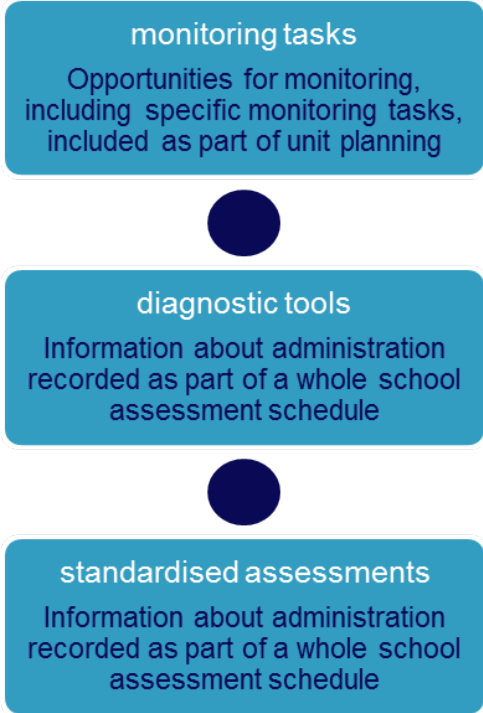


Teachers make [standards-based judgments](#) to award a level of achievement for student work demonstrated in response to [summative assessment](#) for a learning area and/or subject. At Sunshine Beach State School these have been developed using the C2C Assessment tasks and GTMJS as a guide. Summative assessment tasks contribute to the overall rating for the semester in the learning area and form part of the student folio that is used to moderate student achievement levels.

Formative assessment

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

- monitoring tasks – designed to track student progress against the relevant achievement standards
 - Check-ins on student progress in a curriculum unit towards an assessment tasks (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 D&E
 - PM to level 30
 - Semesterly Maths diagnostic
 -
- 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
 - NAPLAN (Year 3, Year 5)



Assessment schedule (Data plan)

Sunshine Beach State School’s approach to systematic curriculum delivery, through three levels of planning, supports our 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.

Sunshine Beach State School schedules data (summative and formative) to be collected throughout the year for each year level. This information can be found within the Sunshine Beach State School Data plan, found within our One Note: [Data Plan](#).

Data Plan for Implementation in 2022
 School Name: Sunshine Beach State School
 Data plan version history: 30/03/2022 Version 3
 Data plan leader: Clair Allen - HOD Curriculum
 Last reviewed: 04/03/2022 Shared with LCC: 04/03/2022
 School strategic plan: 2019 - 2023 Annual Implementation plan: 2022

Strategic Outcome	Priority	Key Performance Indicator	Measurement Method	Frequency	Responsible Party	Notes	
Strategic Outcome 1: All students achieve well in their learning	Priority 1: All students achieve well in their learning	Key Performance Indicator 1: Student achievement in literacy and numeracy	Monitoring Task	✓	✓	✓	Teacher
			Formative Assessment	✓	✓	✓	Teacher
			Standardised Assessment	✓	✓	✓	Teacher
			Diagnostic Tools	✓	✓	✓	Teacher
Strategic Outcome 2: All students are engaged and motivated in their learning	Priority 2: All students are engaged and motivated in their learning	Key Performance Indicator 2: Student engagement and motivation	Monitoring Task	✓	✓	✓	Teacher
			Formative Assessment	✓	✓	✓	Teacher
			Standardised Assessment	✓	✓	✓	Teacher
			Diagnostic Tools	✓	✓	✓	Teacher

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 in Term 1
- Student led conferences in 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 Sunshine Beach State School this is the C2C or school designed 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 Two and Four. Prior to that, teachers record students results from all assessment tasks (including individual poles) into scheduled assessment tasks within One School.