

# State govt pay deferral: proposals in response to QTU concerns



## P-12 CURRICULUM, ASSESSMENT AND REPORTING FRAMEWORK

The state government's proposal to review the P-12 Curriculum, Assessment and Reporting Framework (P-12 CARF) has at its core the specific intention to reduce workload. In agreement with the government, the review will cover but not be limited to:

- a) a reduction in the amount of mandated assessment
- b) the rationalisation of reporting
- c) the rationalisation of data collection
- d) evaluation of the requirement for pedagogical frameworks in schools
- e) the minimisation of workload associated with planning for teaching.

To effect a genuine reduction in workload, the department will need to support the revised P-12 CARF and set maximum and minimum standards in relation to these elements.

**The Union has advised the department and Education Minister that the outcomes of the changes as a consequence of these reviews will require immediate implementation to effect genuine workload reduction.**

### Assessment

- No five-week data cycles and accompanying C2C assessment items.
- No mandated online formative assessments imposed on schools.
- No requirement to collect homework tasks/books for additional formative assessment and feedback. Feedback on homework is provided with live marking, in class.
- Review and reduce the number of assessments in C2C (P-10).
- Maximum of four assessment items per year (one per term) in junior secondary to align with year 11 and year 12 model.
- Review of Guide to Making Judgments – alignment and refinement (all criteria available, not just A, C and E).
- Reduction of the amount of teacher feedback on

student summative assessment mandated by schools - work to be capped at one draft.

- No requirement to administer or provide reports on NAP sample assessments.

### Reporting

- Maximum twice-yearly reporting to parents in end of semester reports (no end of term 1 or term 3 reports).
- Report on English and maths for P-6, with alternating reporting on the arts, HASS, science and technologies in one semester only, e.g. Semester 1 – report on students in P-3 and Semester 2, reports for students in years 4-6.
- For other subjects (music, HPE, languages, IMI and EALD), comments to be optional and all subjects to be included in 7-12 template.
- Comments for behaviour and effort supported by a matrix, to be developed jointly.
- No mandatory comments on reports (if schools decide to use subject comments on reports, these should only be for English and maths).
- Maximum of two face-to-face parent/teacher interviews per year (via Zoom, if available).
- Parent/teacher interviews held once per year, with the option of Zoom conferencing (possibly at the end of Semester 1 or the end of Term 1).
- Year 10 SET plan interviews to be held during school hours.
- Alignment of ISMGs and A-E reporting (one or the other).
- No requirement to inform parents that a student will receive a level of achievement lower than 'C' before the report is issued.
- Specialist teachers in primary or special schools, secondary school teachers, and instrumental music teachers/instructors will not be required to report on more than 125 students per semester (i.e. five classes of 25; five classes of 28 would be 140).

## Pedagogical frameworks and curriculum planning

- No requirement for schools to have a pedagogical framework in 2021.
- No walkthroughs or lesson observations to ensure compliance with pedagogical frameworks from Term 4 and ongoing.
- No requirement for three levels of planning,
- Indicative planning only. That is, a unit of work which shows differentiation.
- Examples of integrated planning units to be provided in C2C to assist teachers working across different curricula areas, with no requirement to then assess and report on those discrete subjects.
- DoE to confirm that C2C is a resource/tool to adopt or adapt, and that its use is not mandatory.

## Individual curriculum plans

- No ICPs for children operating one year below in a sub-strand - they must be operating below whole KLA (as per departmental guidelines/policy\*).
- Annual review of ICP only (except for schools operating on semesters).
- Director-General to direct regional directors to ensure regional/school compliance with dept policy\*

\*<https://education.qld.gov.au/curriculums/Documents/individual-curriculum-plan.pdf>).

## Verification reviews

- No requirement for review of every verified student every two years.
- No change to the verification forms unless there is consultation with QTU.
- Reliance on NCCD for support for students with disabilities, rather than verification (eliminate dual assessment).
- Additional release time to be provided to support the writing of ICPs and ISPs.
- Minimum achievement level expectations to be determined in conjunction with school staff, not arbitrarily prescribed.
- Cessation of duplication of recording of students' disabilities across both federal and state jurisdictions.

## Planning

- Clear statement regarding the minimum requirement of curriculum planning.

- Teacher professional autonomy around unit and long-term planning, as well as lesson planning (as per joint statement).
- Reduced planning requirements for beginning teachers (apart from the probation requirements).
- Removal of the requirement to develop band plans.
- No requirement to show planning to school reviewers.
- No individual learning plans (ILPs) to be required.
- No case management of individual students.

## Moderation

- No requirement for multi-juncture moderation.
- Moderation possible during the planning stage.
- Moderation preferred after grades have been awarded.
- No moderation required during teaching and learning phase.
- No intraschool moderation imposed by regions.
- LCC to endorse moderation processes, with a recommendation that moderation includes the allocation of TRS.

## Curriculum health and wellbeing

- No requirement for monitoring or entering data on the completion of CPR training.
- Department to provide clear and streamlined expectations around health and wellbeing curriculum.

## Curriculum

- No requirement to have a homework policy in years 7-12.
- Provide scope for schools around which strands of humanities are offered, instead of having to offer geography, civics and citizenship, economics and business.
- Simplify and streamline the curriculum activity risk assessment process.
- Core curriculum areas to be identified by rural and remote schools, taking in to account the curriculum knowledge of teaching staff and requirements for senior students.

## Other

- The department to provide a clear written statement around the expectations of QCE attainment, acknowledging that students have a number of years to attain this and it is unreasonable to expect 100 per cent of students to exit with a QCE.