Teaching and Learning in Toowoomba Catholic Schools framework

Contents

Purpose

The Teaching and Learning in Toowoomba Catholic Schools (TCS) framework describes the priorities and requirements for all schools and colleges (schools) in relation to curriculum, pedagogy, assessment and reporting.

The Framework directs and informs schools, providing them with a cohesive and comprehensive blueprint for delivering a consistent and equitable education, so that all students, regardless of their location, backgrounds, or abilities, are provided access to high-quality education.
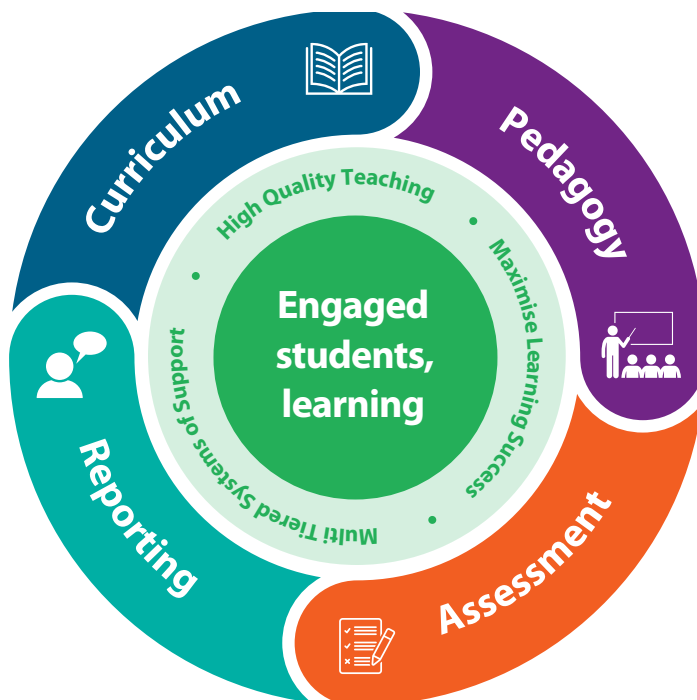
Guiding principles

The Framework is underpinned by the following guiding principles.

- **Catholic identity** - Catholic teachings and values are embedded into all aspects of the curriculum, ensuring that faith, life and culture are seamlessly integrated.
- **Holistic development** - The intellectual, spiritual, social, and moral development of each student is the focus, nurturing their potential and guiding them towards a fulfilling life.
- **Community and inclusivity** - Creating a welcoming, safe and inclusive environment where every student feels they belong, are valued and can succeed.
- **Excellence in education** - Strive for high standards in teaching and learning, promoting intellectual rigor and a love of learning.
- **Respect for human dignity** - Emphasis is on the sacredness and dignity of every human life, fostering respect and compassion in all interactions.
- **Service and social justice** - Students are encouraged to engage in service and advocate for social justice, reflecting the Gospel message in their actions.
- **Collaboration and shared wisdom** - A collaborative approach is promoted among educators, students, and the community, valuing shared wisdom and collective growth.
- **Adaptability and contextualisation** - Teaching and learning practices are adaptable to local contexts while maintaining a cohesive system-wide approach.

The Framework

The Teaching and Learning in TCS framework has four interconnected elements (see diagram below) that are focussed on 'Engaged students, learning'. The four elements are informed by 'High Quality Teaching' and 'Multi Tiered Systems of Support' (MTSS) to 'Maximise Learning Success'.

Curriculum

Overview

Curriculum refers to the designated curriculum and subject syllabuses as authorised by the relevant governing bodies in Queensland and, for Religious Education, by the Bishop of Toowoomba. The curriculum and syllabuses outline exactly what students are expected to know, understand and be able to do.

Knowledge of the curriculum is essential for teachers to plan for and facilitate impactful learning experiences for all students. Effective teaching of all aspects of the curriculum enables learners to develop and appreciate the skills, capabilities and dispositions which lead to thriving in times of rapid and uncertain social and technological change.

Curriculum priorities

- Apply a Catholic perspective to the understanding and critique of knowledge, relationships and culture.
- Expect high standards of literacy and numeracy. Proficiency in these areas is essential to having broad general and specialist knowledge and skills across a range of areas which enables full participation in society.
- Focus on knowledge building and the development of the skills, capabilities and dispositions of successful learners.
- Differentiate through Planning for Personalised Learning to ensure all students can access the curriculum and demonstrate progress in their learning.
- Align the intended curriculum to the enacted, experienced and assessed curriculum.

"The curriculum comes alive in the hands of teachers, who make expert decisions about the learning experiences each student needs to progress."

Australian Curriculum V9

Curriculum

Curriculum requirements

Australian Curriculum P-10 and the TCS P-10 Religious Education Curriculum

1. All schools are **required to teach Version 9 of the Australian Curriculum (ACV9) without adaption by the commencement of 2027 school year.** A range of resources are available to support schools in their implementation of ACV9.

2. All schools **are to teach the TCS P-10 Religious Education Curriculum** as prescribed.

3. Teaching the Australian Curriculum well requires a **thorough understanding of its three dimensions**.
    *   8 Learning areas
    *   7 General capabilities
    *   3 Cross-curriculum priorities

    These three dimensions set out the essential knowledge, understanding and skills that enable all young Australians to learn, contribute to and shape their world now and into the future.

4. Teachers **utilise the following elements of the curriculum to inform planning.**
    *   **Understanding the Learning area** – provides an introduction, rationale, aims of the Learning area, curriculum structure, key considerations and key connections.
    *   **Year Level or Band Descriptions** – provide an overview of the learning students should experience in each year or two-year band.
    *   **Achievement Standards** – provide a description of the expected learning at the end of a year or band of years. This assists teachers to make informed judgements about student learning progress and the extent to which the Achievement Standard has been met. The Achievement Standards assist in tailoring instruction and making judgements about student learning demonstrated which is then reported formally and informally to parents/legal guardians. Each Achievement Standard must be covered in each Learning area.
    *   **Content Descriptions** – specify the essential knowledge, understanding and skills teachers are expected to teach, and students are expected to learn at each year level or two-year band. Some content is fundamental to all learning and should be revisited and reinforced numerous times, while other areas can be covered in a few lessons. Thus, teachers and schools make decisions on the planning and teaching that is required for each Content Description depending on the complexity and local context.
    *   **Content Elaborations** – provide suggestions, examples, and illustrations to teach the Content Descriptions.

Queensland Senior Syllabus and Vocational Education and Training for Years 11 and 12

1. Schools support students to make appropriate subject selections and pathway decisions through a thorough **Senior Education and Training (SET) planning process.**

2. Teachers are to ensure that **all teaching, learning and assessment programs follow the policies and procedures of the Queensland Certificate of Education (QCE) system** as outlined by the Queensland Curriculum and Assessment Authority (QCAA).

Curriculum

Planning requirements

1. A **Whole school curriculum plan** that outlines how and when Learning areas/subjects will be delivered, considering the minimum requirements outlined in this Framework. This is to be stored on the DLP in the Curriculum Structure component of the School Learning Framework (SLF).

2. A **Scope and Sequence** of curriculum implementation and assessment for each year level or band for each Learning area/subject. This is to include

   - a developmental sequence of learning, identified as units or term plans, that clearly identifies what students are expected to learn
   - a range and balance of assessment opportunities, techniques and tasks that allows all students to demonstrate their learning
   - coverage of the relevant Achievement Standards and Content Descriptions
   - consideration of multi-age and split classes.

   The Scope and Sequence is to be stored in the Learning Area Program on the DLP (Primary schools only). Secondary schools are to make localised decisions on the storage of each year level Scope and Sequence.

3. **Unit plans that follow the Learning design process** to ensure they meet the requirements and the intent of each Learning area. Primary school plans go in the DLP, while secondary schools decide storage locally. This process ensures student learning meets requirements and shows diverse engagement and expression.

4. **Planning for Personalised Learning** which identifies and makes appropriate adjustments to meet the needs of students with additional requirements. This includes

   - information from the enrolment and/or student support committee process
   - interventions and adjustments
   - monitoring
   - resourcing.

   An individual Curriculum Modification Plan is provided for the small percentage of students in Prep to Year 10 who are assessed against a different year level Achievement Standard in some or all Learning areas and/or subjects (refer to the TCS Curriculum Modification Procedure and Student diversity | V9 Australian Curriculum). Evidence of Planning for Personalised Learning must be stored in the DLP and readily available for NCCD auditing purposes.

5. **Moderation processes** that promote professional conversations that align curriculum, pedagogy, assessment, and reporting and occur at multiple junctures throughout the teaching and learning cycle as outlined below.

   a. Unit clarity

   Before commencing implementation of a unit plan teachers ensure that

   - the needs of the learners are known and have been considered and instructional practices are consistent with the Learning design process
   - assessment tasks align with the relevant aspects of the Achievement Standard/s
   - assessment tasks reflect differentiation for students who require adjustments and separate modified assessments are provided for students on a Curriculum Modification Plan.

   b. Calibration

   Before student assessment is graded all teachers have an agreed position on how assessment tasks should be graded and an agreed understanding of what constitutes an 'A' standard, 'B' standard etc for reporting. Annotated exemplars should be used at this phase.

   c. Confirmation

   After student assessment is graded confirmation within and between schools occurs when teachers engage in focused professional conversations to analyse the quality of student work against the Achievement Standards so that consistency of decisions is achieved, and teacher judgements are validated, reliable and as fair as possible.

   d. Unit reflection

   Quantitative and qualitative student data is analysed after the unit completion to celebrate success, identify gaps in student learning and to inform future planning.

Curriculum

Minimum requirements for providing the ACV9 in P-10

Schools organise the curriculum with a view to breadth, depth and balance taking account of the needs of its students and the time needed for them to learn successfully in each Learning area.

The following times provide a guide for schools to ensure adequate coverage of all Learning areas each week, each semester and across the year.

Prep to Year 6

Learning area	Hours	Prep	Y1	Y2	Y3	Y4	Y5	Y6
English provide every semester every year	per year	320 - 380	320 - 380	320 - 380	280 - 300	280 - 300	280 - 300	280 - 300
	per week	8 - 9.5	8 - 9.5	8 - 9.5	7 - 7.5	7 - 7.5	7 - 7.5	7 - 7.5
Mathematics provide every semester every year	per year	200	200	200	200	200	200	200
	per week	5	5	5	5	5	5	5
Health and PE provide at least one semester every year	per year	80	80	80	80	80	80	80
	per week	2	2	2	2	2	2	2
Science provide at least one semester every year	per year	20 - 40	20 - 40	20 - 40	40 - 60	40 - 60	60 - 80	60 - 80
	per week	0.5 - 1	0.5 - 1	0.5 - 1	1 - 1.5	1 - 1.5	1.5 - 2	1.5 - 2
Humanities and Social Sciences provide at least one semester every year	per year	20 - 40	20 - 40	20 - 40	40 - 60	40 - 60	60 - 80	60 - 80
	per week	0.5 - 1	0.5 - 1	0.5 - 1	1 – 1.5	1 – 1.5	1.5 - 2	1.5 - 2
The Arts provide at least one semester in the band	per year	40	40	40	60	60	60	60
	per week	1	1	1	1.5	1.5	1.5	1.5
Technologies provide at least one semester in the band	per year	20	20	20	40	40	50	50
	per week	0.5	0.5	0.5	1	1	1.25	1.25
Languages encouraged in Prep to Year 4 provide at least one semester in Years 5 and 6	per year	20	20	20	40	40	40	40
	per week	0.5	0.5	0.5	1	1	1	1
Religious Education provide every semester every year (does not include liturgies, class prayer)	per year	100	100	100	100	100	100	100
	per week	2.5	2.5	2.5	2.5	2.5	2.5	2.5

Curriculum

Years 7 to 10

Learning area	Hours	Y7	Y8	Y9	Y10
English provide every semester every year	per year	140	140	140	140
	per week	3.5	3.5	3.5	3.5
Mathematics provide every semester every year	per year	140	140	140	140
	per week	3.5	3.5	3.5	3.5
Science provide every semester every year	per year	90	90	120	120
	per week	2.5	2.5	3	3
Health and PE provide at least one semester every year	per year	70	70	70	70
	per week	1.75	1.75	1.75	1.75
Religious Education provide every semester every year (does not include liturgies, class prayer)	per year	100	100	100	100
	per week	2.5	2.5	2.5	2.5
History provide at least one semester every year	per year	50	50	50	50
	per week	1.25	1.25	1.25	1.25
Geography Economics & Business Civics & Citizenship provide each subject in at least one semester across Years 7 and 8	per year	80 - 90	80 - 90	50 - 60	45 - 50
	per week	2.25	2.25	1.5	1.25
Dance, Drama, Media Arts, Music, Visual Arts provide at least one of The Arts subjects in at least one semester for the Years 7-8 band provide electives in Years 9 and 10	per year	140 across Years 7-8		140 across Years 9-10	
	per week	1.75		1.75	
Technologies provide Digital Technologies and Design and Technologies in at least one semester in Years 7 and 8 provide electives in Years 9 and 10	per year	140 across Years 7-8		140 across Years 9-10	
	per week	1.75		1.75	
Languages provide at least one semester in each year in Years 7 and 8 provide electives in Years 9 and 10	per year	140 across Years 7-8		140 across Years 9-10	
	per week	1.75		1.75	

Pedagogy

Overview

Pedagogy refers to how the curriculum is taught and how students are supported to learn.

Pedagogy priorities

Expert teachers employ high impact, evidence informed teaching practices informed by the science of how students learn best.

Effective teaching practices

- develop expert learners who can operate capably and confidently in local and global contexts
- liberate human potential and spirit
- stimulate an appetite for lifelong learning
- inspire students to live lives of substance and meaning.

A MTSS approach maximises the opportunities for all students to access all aspects of the curriculum and demonstrate progress in their learning.

The TCS pedagogical model - Maximise Learning Success reflects how students learn best and clarifies the expected practices and strategies that personalise, connect and maximise student learning.

Elements of the TCS pedagogical model - Maximise Learning Success

Enable learning

Teachers enable learning for all students by maintaining a safe, orderly, disciplined learning culture where students belong, feel valued and experience success.

Phases of learning - Engage, Build, Deepen, Apply

Teachers deliberately choose high impact strategies that align with the phases of learning and how students learn.

- Engage thinking: Draw attention and focus to the learning and spark curiosity.
- Build knowledge: Acquire, think, practice.
- Deepen understanding: Connect, practice, reflect.
- Apply learning: Transfer, extend, generate.

Empower learner agency

Teachers empower learner agency when they

- empower, enable and support students to reflect on and take responsibility for their own learning
- support students in the capabilities of design, creative thinking, collaboration and problem solving
- encourage students to explore local and global contexts and issues from a Catholic perspective
- model the attributes of a lifelong learner.
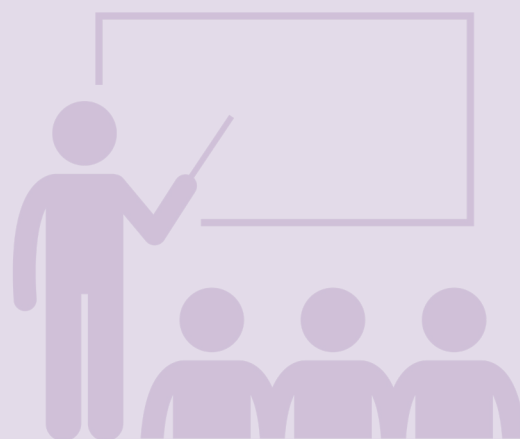
Pedagogy

Pedagogy requirements

1. All schools are required to have a **school wide approach to pedagogy** that
   - is designed with the specific needs of students and local context in mind
   - includes an emphasis on explicit teaching
   - articulates the agreed explicit teaching strategies to be practised in every classroom
   - all teachers are proficient in implementing
   - uses feedback and assessment to monitor the impact on student progress and to inform responsive teaching and learning.

2. Teachers and students know how to **gather and act decisively on feedback and employ a range of strategies to overcome challenges as they arise**.

   Feedback Literate Teachers are able to
   - gather feedback from students to gauge understanding and skill development in relation to the intended learning and utilise this to guide next steps in learning
   - seek feedback from students around the impact of learning programs and utilise this to evaluate the impact of teaching programs and their own teaching
   - provide feedback to students to close their gap in learning ensuring the feedback is actionable, succinct and targeted against aspects of the success criteria
   - teach students how to receive and action feedback and provide time for this to happen during the learning
   - understand the different types of feedback and apply to each element of the TCS pedagogical model - Maximise Learning Success and appropriate phase of learning
     - **Enable learning:** self-related and praise feedback
     - **Phases of learning - Engage, Build, Deepen, Apply:** task level, process level and self-regulation feedback
     - **Empower learner agency:** self-regulation feedback.

   Feedback Literate Learners are able to
   - seek opportunities for feedback from the teacher and peers and utilise this feedback to close the learning gap
   - provide feedback to the teacher and peers to assist themselves as well as others to learn.

3. Schools are required to **implement the Diocesan Approach to Reading in all Prep to 6 classrooms**.

4. Schools are required to **adopt and implement the Subject Discipline Literacy approach in all Year 7 to12 classrooms**.

Pedagogy

TCS pedagogical model - Maximise Learning Success
Teaching strategies aligned with how students learn

Students learn best when...

they experience safety and belonging in an inclusive, culturally responsive environment that is learning focused.

Teachers set students up for success when they…

build an environment where each student feels they belong and are valued.
- know your learners
- rules and routines
- physical environment
- positive relationships

develop a culture of learning.
- social emotional regulation
- capabilities and dispositions
- high expectations and self-efficacy
- teacher credibility

Enable learning

Phases of learning
Engage, Build, Deepen, Apply

Engage thinking
Attend and think

Build knowledge
Acquire, think, practice

Deepen understanding
Connect, practice, reflect

Apply learning
Transfer, extend, generate

*For details about Phases of learning, see next page.

Students learn best when...

they learn how to learn so that they develop the capacity to be lifelong learners and become active and positive contributors to society and serve the common good.

Teachers set students up for success when they…

empower learners to contribute to building a better world.
- develop and foster self-regulated learners
- self-assess and monitor own learning progress
- empower learner voice and agency in learning
- integrate learning experiences across all learning areas that explore local and global issues and contexts through a Catholic perspective

Empower learner agency

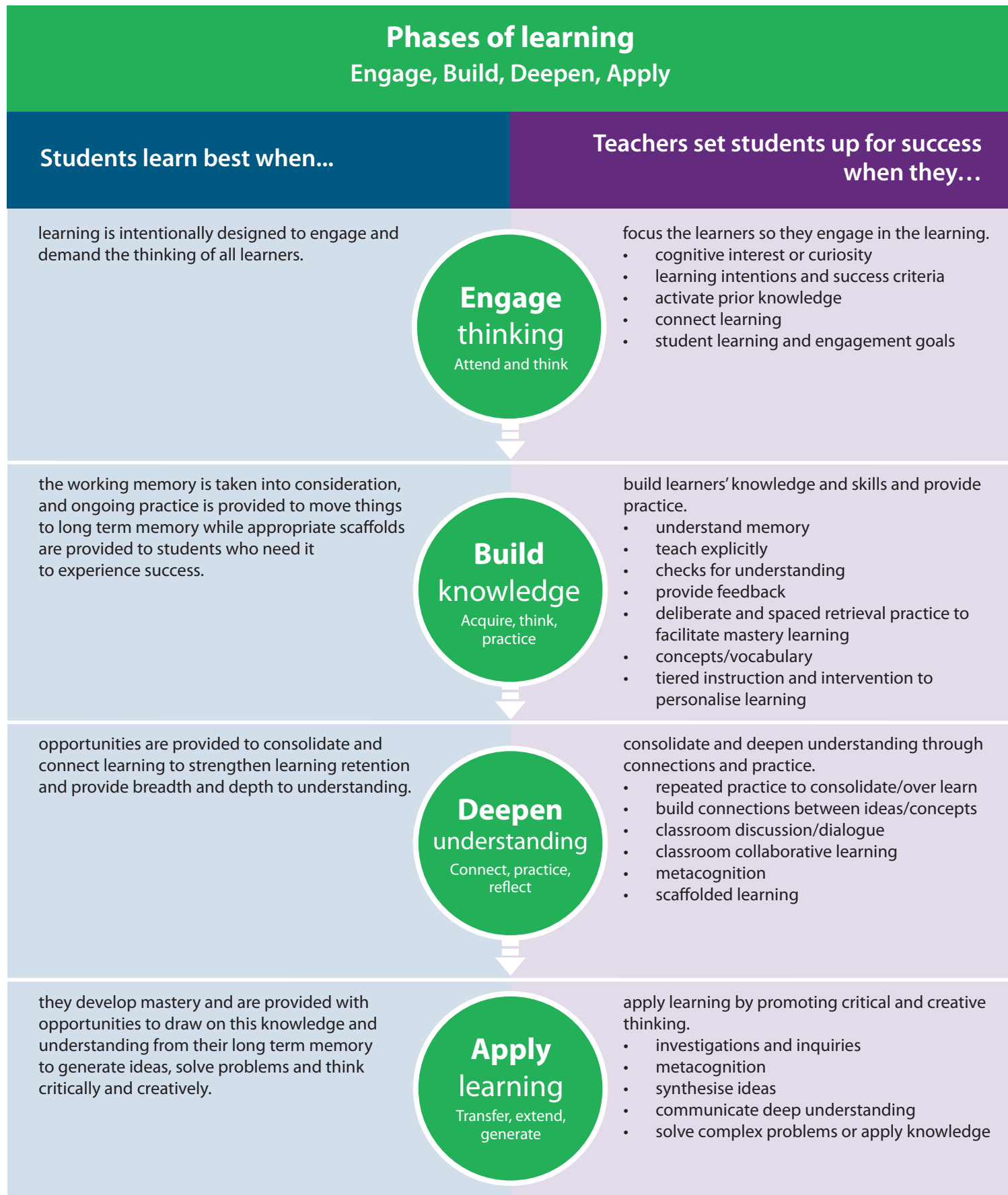### Strategies for all phases of learning

- feedback
- teacher questioning
- differentiation
- formative assessment
- collaboration
- making thinking visible
- students knowing how to learn - study/learning skills
- creating challenge
- exemplars

Pedagogy

TCS pedagogical model - Maximise Learning Success
Teaching strategies aligned with how students learn

Phases of learning	
Engage, Build, Deepen, Apply	
Students learn best when...	**Teachers set students up for success when they…**
learning is intentionally designed to engage and demand the thinking of all learners.	focus the learners so they engage in the learning. • cognitive interest or curiosity • learning intentions and success criteria • activate prior knowledge • connect learning • student learning and engagement goals

Engage thinking
Attend and think

the working memory is taken into consideration, and ongoing practice is provided to move things to long term memory while appropriate scaffolds are provided to students who need it to experience success.	build learners' knowledge and skills and provide practice. • understand memory • teach explicitly • checks for understanding • provide feedback • deliberate and spaced retrieval practice to facilitate mastery learning • concepts/vocabulary • tiered instruction and intervention to personalise learning

Build knowledge
Acquire, think, practice

opportunities are provided to consolidate and connect learning to strengthen learning retention and provide breadth and depth to understanding.	consolidate and deepen understanding through connections and practice. • repeated practice to consolidate/over learn • build connections between ideas/concepts • classroom discussion/dialogue • classroom collaborative learning • metacognition • scaffolded learning

Deepen understanding
Connect, practice, reflect

they develop mastery and are provided with opportunities to draw on this knowledge and understanding from their long term memory to generate ideas, solve problems and think critically and creatively.	apply learning by promoting critical and creative thinking. • investigations and inquiries • metacognition • synthesise ideas • communicate deep understanding • solve complex problems or apply knowledge

Apply learning
Transfer, extend, generate

Assessment

Overview

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed decisions about what students know, understand and can do at the time of assessment.

Assessment includes

- ongoing and responsive practices throughout a teaching and learning cycle designed to support teachers and students to improve learning, monitor progress and make judgements about achievement
- a range of timely and effective feedback methods to bridge the learning gap
- flexible and differentiated practices to support learner variability and reduce barriers to access
- a range of modes from informal day to day assessment to formal standardised assessment such as NAPLAN
- monitoring and measuring the impact of teaching and learning using a range of data as evidence.

Assessment priorities

Teachers use formative and summative assessment to monitor student progress, provide timely feedback and inform classroom planning. The collection of evidence to establish and understand where learners are at in their learning and make an informed response is integral to effective teaching and learning.

Assessment evidence can be formative and/or summative, depending on how it is used. When assessment evidence is used formatively, it has the potential to result in substantial improvement in student outcomes and motivation.

Formative assessment (sometimes identified as assessment *for* learning) is the use of a range of evidence informed strategies to inform decisions about the next steps in teaching. It is assessment that

- assists a teacher to elicit and interpret a student's current level of understanding and be responsive in their teaching before, during and after the learning episode
- involves ongoing monitoring of progress throughout the phases of learning: building knowledge, deepening understanding and applying learning
- enables teachers to provide immediate feedback to correct student misconceptions and improve learning
- provides access points for all students to show what they understand and can do
- incorporates ongoing short, medium and long cycle assessment.
    - **Short cycle formative assessment** occurs within and between lessons, minute by minute and day by day. This assessment tends to be informal in nature, sometimes unstructured but more often includes carefully planned checks for understanding to reveal student understanding or misconceptions.
    - **Medium cycle formative assessment** typically occurs within a unit of work across a week(s). This assessment tends to be more structured and more formal in nature.
    - **Long cycle formative assessment** involves cycle lengths of four weeks or more – typically six to ten weeks and can be used to improve students' achievement. This assessment is quite formal in nature.

Summative assessment (sometimes identified as assessment *of* learning) is undertaken at defined points of the teaching and learning cycle against the intended outcomes from the relevant Achievement Standard/s or Senior Syllabus requirements. It is used to inform judgements about student achievement levels for reporting to parents/legal guardians.

Assessment

Assessment requirements

1. Teachers and students are required to be **familiar and work confidently with a range of assessment strategies and tools**.

   Assessment Literate Teachers are able to

   - include a range of strategies that support diverse groups of learners to show what they know and can do by providing adjustments or modification as needed
   - gather and analyse a range of data as evidence of learning to measure impact of teaching and inform classroom planning
   - continually and intentionally monitor progress of all learners and respond accordingly
   - provide students with a range of opportunities to demonstrate their current level of understanding and/or achievement at each phase of learning
   - moderate assessment with colleagues to ensure consistency in their decisions of assessment and ensure judgements are valid, reliable and fair.

   Assessment Literate Students are familiar with the language and intent of different assessment processes (sometimes identified as assessment *as* learning) to

   - identify where they are at in their learning in relation to the learning target (worked example, learning artefact, success criteria, rubric)
   - self-assess, monitor and discuss their own learning progress and set learning goals
   - act decisively on feedback and select strategies or tools that work for them to move their learning forward
   - collaborate with peers to improve learning
   - share their successes and challenges in learning.

2. Teachers **produce and use a range of quality formal and informal assessment processes**.

   These processes are to be

   - **valid:** alignment of the curriculum, pedagogy and classroom learning is evident
   - **accessible:** barriers that prevent learners from showing what they know are removed
   - **reliable:** provide accuracy and consistency in the interpretation of responses across students and year levels
   - **informative:** to students - so that they know where they are in their learning
   - **age and developmentally appropriate:** must address students' readiness needs and current stage of learning
   - **student friendly:** provide students with a clear understanding of the criteria of success.

3. Teachers **collect and analyse a range of assessment evidence** (universal screeners, in class observations and responses, standardised testing data, school and/or system-based data monitoring tools, NAPLAN, Band scaling) and respond appropriately.

   Responses are to include

   - adjusting teaching and learning programs to address identified learning gaps
   - evaluating the impact of their teaching on student learning and use this to improve teaching and learning
   - timely and effective, actionable, clear, targeted feedback to progress student learning.

4. Teachers **use a range of evidence to make a balanced judgement against the expected curriculum to report accurately** to parents/legal guardians about a student's progress and achievement.

   These include

   - evidence collected throughout the learning journey
   - ongoing class observations
   - assessment tasks
   - in class workbooks and discussion.

Assessment

Assessment requirements

5. Teachers **retain accurate records of student learning progress and achievement** throughout the year in alignment with system requirements.

   - In primary schools, the storage platform is the DLP.
   - In secondary schools the storage platform is Sentral.

6. Schools are required to **administer standardised assessments in Years 3, 5, 7 and 9 within the National Assessment Program – Literacy and Numeracy (NAPLAN).**

   - Schools must adhere to the protocols for test administration as outlined by the Australian Curriculum Assessment and Reporting Authority (ACARA).
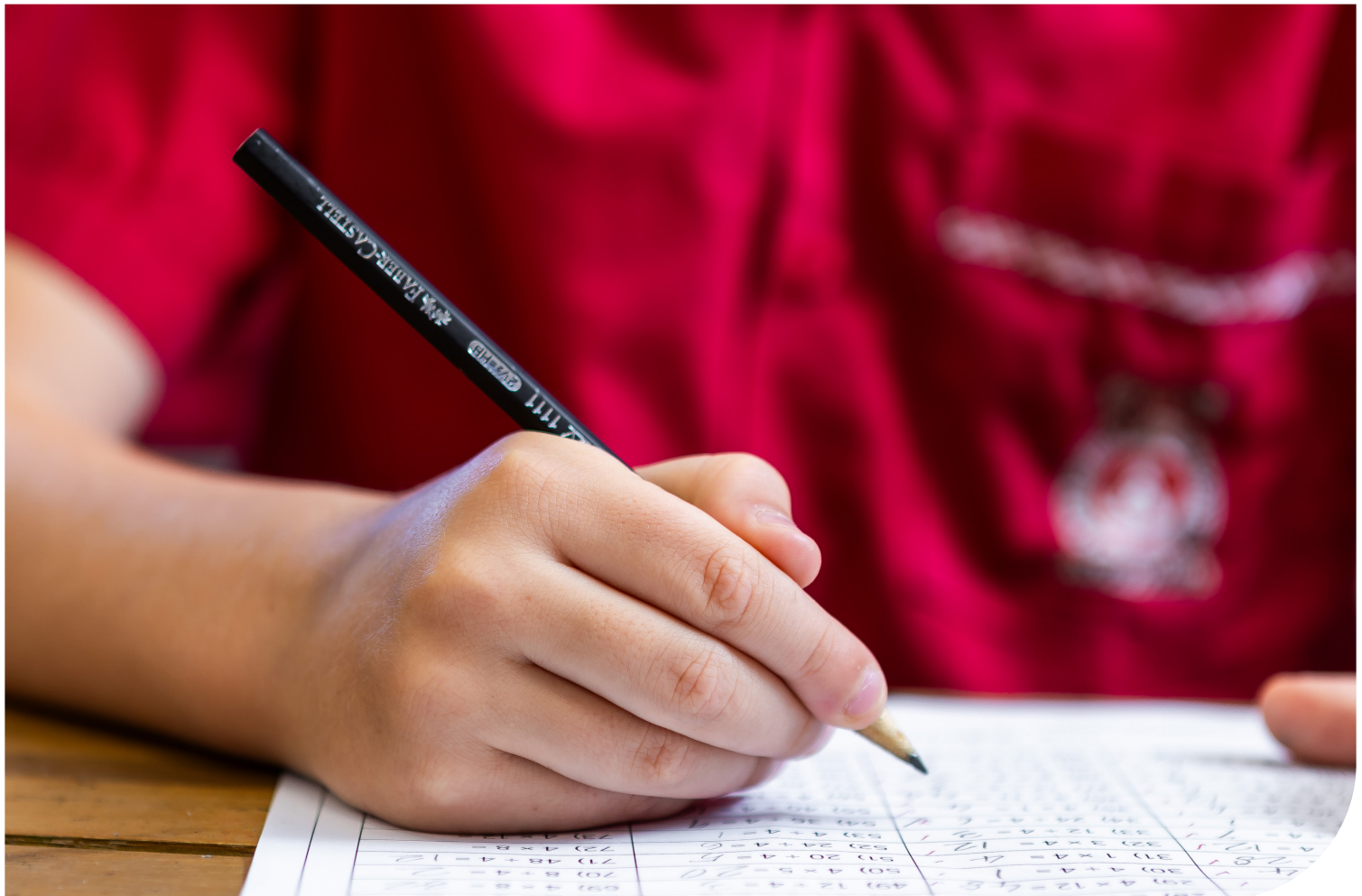
Reporting

Overview

Reporting refers to multiple ways of communicating information informally and formally on what students know, understand and can do at a point in time and may include recommendations for their future learning.

The purpose of reporting student achievement and progress is to improve student learning. It provides an opportunity for parents/legal guardians to engage meaningfully in the learning journey of their child. The report communicates more broadly on all aspects impacting on performance including school attendance, effort and participation, learning attributes and school priorities.

Reporting priorities

- Reporting, both formally and informally, should demonstrate clear alignment with the Australian Curriculum or Queensland Senior Syllabus and the Religious Education Curriculum.

- Reporting is to communicate progress and achievement against what has been taught and assessed.

- Reporting is an opportunity to communicate about the development of all aspects of the child.

- Reporting is to be time efficient, manageable and equitable for all teaching staff.

- Plain language reports are to be created that are readily understandable by parents/legal guardians.

- Reporting is to be easily accessible and use a range of communication methods to engage both the student and the parent/legal guardian.

Reporting

Reporting requirements

1. Teachers are required to gather evidence of learning to inform teacher judgement and to provide parents/legal guardians with **a formal report twice yearly**.

   The report is to include

   - a judgement against the relevant Achievement Standards using the five-point A-E achievement scale for all Prep to Year 10 students based on evidence collected during the reporting period
   - a formal report of student progress and achievement in Years 11 and 12 that meets the requirements set by the Queensland Curriculum and Assessment Authority (QCAA)
   - a general/pastoral comment for each child
   - a judgement on each student's effort towards learning using the five-point A-E effort scale
   - information on each student's attendance at school.

2. The **TCS Curriculum modification procedure is to be followed** to report on student progress and achievement for out of phase learners.

3. Schools are to ensure that the **parents/legal guardians are provided with information to support their understanding of each A-E scale**.

4. Schools make **local decisions to suit the needs of their community on any additional comments included in the report**.

5. **On request** from a parent/legal guardian, **a comparative report for each Learning area and/or subject can be provided** by the school.

6. The platform for the **delivery of twice-yearly reports to parents/legal guardians is Sentral**.

7. Schools are required to provide parents/legal guardians with an **opportunity to discuss their child's learning progress and achievement with their child's teacher twice yearly**.

Reporting

A to E achievement scale definitions for P-10

A	Evidence in the student's work typically demonstrates that the student has the targeted knowledge and • a deep and broad conceptual understanding • an excellent application of skills • the ability to transfer the above to new situations.
B	Evidence in the student's work typically demonstrates that the student has the targeted knowledge and • is developing a deep and broad conceptual understanding • a strong application of skills • they are beginning to transfer the above to new situations.
C	Evidence in the student's work typically demonstrates that the student has the targeted knowledge and • expected conceptual understanding • expected application of skills • they are able to transfer the above to familiar situations.
D	Evidence in the student's work typically demonstrates that the student is • developing the targeted knowledge and conceptual understanding • developing the application of skills • beginning to transfer the above to familiar situations.
E	Evidence in the student's work typically demonstrates that the student • has an emerging knowledge and conceptual understanding • has an emerging application of skills • can apply the above in scaffolded situations.

A to E effort scale definitions for P-12

A	Excellent	The student exemplifies and demonstrates the traits of an effective learner. They always show personal commitment, persistence, adaptability and take responsibility for their learning. The student actively seeks and responds to feedback and is always prepared for and engaged in learning.
B	Commendable	The student consistently demonstrates personal commitment, persistence, adaptability and takes responsibility for their learning. They seek and respond to feedback and are consistently prepared for and engaged in learning.
C	Satisfactory	The student generally demonstrates commitment, persistence and takes responsibility for their learning. They act on feedback and are prepared for and engage in learning some of the time.
D	Developing	The student requires support to demonstrate commitment and persistence in their learning. They are developing the skills to take responsibility for their learning and to be prepared for, and engage in learning.
E	Unsatisfactory	The student requires significant support and encouragement to engage in and persist with learning.

To whom it applies

All TCS staff in schools and the Toowoomba Catholic Schools Office are to apply this Framework.

References

Department of Education. (2024). K-12 Curriculum, assessment and reporting framework (K-12 Framework). www.education.qld.gov.au/curriculums/Documents/k-12-curriculum-assessment-reporting-framework.pdf

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Australian Curriculum, Assessment and Reporting Authority. www.acara.edu.au/curriculum

Queensland Curriculum & Assessment Authority. www.qcaa.qld.edu.au

Non-State Schools Accreditation Board. Guidelines for educational programs for non-State schools. www.nssab.qld.edu.au/Pdf/educationalguide1.pdf

Authority

The Teaching and Learning in TCS framework is the responsibility of the Director: Education Services. Changes to the Framework can only be made with approval of the Director: Education Services or the Executive Director: Catholic Schools.

Version control and history

Effective date
16/01/2025

Review date
16/01/2028