Sarina State School
2015
Whole school
Prep- Year 6
Curriculum Framework
Australian Curriculum

- English C2C Units
- Mathematics C2C Units
- Science C2C Units
- History C2C Units
- Geography C2C Units
- Civics and Citizenship C2C Units Yr3-6
- Economics and Business C2C Units Yr5-6
- HPE C2C Units

General Capabilities

- Literacy
- Numeracy
- ICT competences
- Critical and Creative thinking
- Personal and Social competence
- Ethical behaviour
- Intercultural understandings

Cross-curriculum priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

QCAR- Essentials

- Technology Implement ACARA 2016
- The Arts Implement ACARA 2016
- LOTE Implement ACARA 2015
Sarina State School Curriculum Framework is informed by the **P-12 curriculum, assessment and reporting framework** which specifies the requirements for Queensland state schools for delivering the curriculum for Prep to Year 12.

In implementing the P-12 curriculum, assessment and reporting framework Queensland state schools:
- Provide students with the required curriculum
- Assess, monitor and capture student achievement
- Set high expectations for each student and respond effectively to their current levels of achievement and differing rates of learning
- Prepare students to exit schooling with the foundation for successful lifelong learning and participation in the community
- Keep parents and students informed of the student’s achievement throughout their schooling

**Dimensions of Teaching and Learning**

At **Sarina State School** the Dimensions of Teaching and Learning form the basis of teacher’s professional practice. Each dimension links to and supports the others. No one dimension exists in isolation. As teaching is a complex and challenging profession in which an effective teacher makes countless daily decisions. The most critical decisions focus on the student:

- What do my students already know?
- What do they need to learn?
- How do I teach it?
- How will they demonstrate their learning?
- How will I know how well my students have learned it?
- Where to next?

**The Australian Curriculum**

The **Australian Curriculum** sets out the core knowledge, understanding, skills and general capabilities that are important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.
Curriculum Implementation

*Sarina State School* will continue to follow the *EQ Implementation Schedule* in implementing The *Australian Curriculum* in *English, Mathematics, Science and History, Geography, Civics and Citizenship (Year 3-6), Economics and Business (Year 5-6)* and *HPE*. Teachers are also required to plan, teach and assess the remaining *KLAs - The and Technology*, as part of our mandated Queensland Curriculum, utilising the Essential Learnings and Ways of Working from *QCAR*.

![EQ Implementation Schedule for F-10 Australian Curriculum Phase 2 and 3](image)

**Curriculum Requirements**

*Sarina State School* will (as outlined in *P-12 curriculum, assessment and reporting framework*):

- Continue implementation of the *Australian Curriculum* for English, Mathematics, Science, History, Geography, Civics and Citizenship Economic and Business, HPE, for all students. Implementation involves teaching, assessment and reporting.
- Implement the *Queensland Curriculum*, as listed below:
  - Queensland *Early Years Curriculum Guidelines* (QSA) in relation to Social and Personal learning, and Active learning processes in Prep.
  - Queensland *Curriculum, Assessment and Reporting (QCAR) Framework* Essential Learnings in Years 1-9 for *Technology and The Arts*.
  - *QCAR Framework Essential Learnings for Languages* mandated in Year 6, 7 and 8 as specified in Mandatory Languages in Years 6, 7 and 8.
- Implement the *Minimum curriculum time requirements for Queensland state schools: 2014-2016*. For students on a highly individualised learning plan requiring high intensity support, schools may need to adjust these time allocations- as documented in the student’s Individual Learning Plan.
- Use a *whole school approach* to supporting all students’ learning.
- Develop and maintain school *curriculum, assessment and reporting* plans at *whole school level, year level, and unit level*, which addresses all learning areas.
- Differentiate teaching to enable students to achieve the learning specified for their year level.
- Collaboratively develop *Individual Curriculum Plans* for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas for the reporting period.
• Provide curriculum for students with disability under the conditions specified in Policy statement: Curriculum provision to students with disability.
• Teach Queensland modern cursive script in implementing the Australian Curriculum: English content descriptions relating to Handwriting in Prep to Year 7. (See Whole school Bookwork Policy and Handwriting Policy)
• Use information and communication technologies to enhance student learning in the required curriculum.
• Use Standard Australian English as the basis for teaching, including the teaching of spelling.
• Provide school curriculum informed by student performance data to support the continuous improvement of student achievement.
• Develop Aboriginal and Torres Strait Islander perspectives:
  ➢ Through embedding the cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures in all learning areas, with a strong but varying presence depending on the relevance to the learning area
  ➢ By taking a localised approach in line with Embedding Aboriginal & Torres Strait Islander Perspectives in Schools.
• Implement a school homework policy in consultation with the local community as specified in Policy statement: Homework.

See:
• Whole School Curriculum Framework- outlining each year level Curriculum expectations for each KLA- Semester- Term
• Differentiation Policy, Homework Policy, Bookwork Policy, Handwriting Policy, Quality Classroom Policy

Curriculum Provision to Students with Diverse Learning Needs
As specified in the policy: Curriculum provision to students with diverse learning needs, Sarina State School will:
• Differentiate teaching to enable students to achieve the learning specified for the year. (See Sarina State School Differentiation Policy)
• Collaboratively develop Individual Learning Plans for the small percentage of students who are identified as requiring different year-level curriculum in some or all learning areas for the reporting period.
• Provide for students with learning support needs. (Intensive teaching model)
• Provide for gifted and talented students. (Gifted, Talented and Enrichment Policy)
• Provide for students learning English as an additional language or dialect (EAL/D) by:
  ➢ Identifying and monitoring their development of English language proficiency using the Queensland Bandscals for EAL/D Learners.
  ➢ Supporting their learning-as specified in Policy statement: Curriculum provision to students with diverse learning needs.

Delivery of the Australian Curriculum
Sarina State School will continue to adopt and adapt Curriculum into the Classroom (C2C) units. These units can be found on G drive- Curriculum- Australian Curriculum.
Please note that the C2C resources are owned by the Department of Education and Training, and protected by copyright law. Whilst Education Queensland teachers may access and use these materials with their students, they are not able to share these with colleagues who work in other schooling sectors. Under the terms and conditions of using these materials, access to the resources is restricted to Education Queensland employees.
At Sarina State School, teachers are expected to:

| Plan collaboratively | • Ensure all students in a year level have access to the same curriculum entitlements.  
|                      | • Enable collegial learning. |

| Follow the Year Level Overviews | • Through discussions with your year level team, explore, dissect and discuss this document to package learning area/units into coherent classroom programs that are rigorous and engaging.  
|                                | • Provide real-life meaningful contexts.  
|                                | • Develop deep knowledge and deep understandings.  
|                                | • Connect knowledge across subjects (e.g. linking Technology in Science units without losing the integrity of the Learning area). |

| Adapt C2C units | • Maintain the intent of the Australian Curriculum through  
|                 |   ➢ Curriculum intent  
|                 |   ➢ Assessment tasks  
|                 |   ➢ Sequence of Teaching and Learning  
|                 |   ➢ Assessment  
|                 |   ➢ Moderation  
|                 |   ➢ Feedback  
|                 | • Plan in year level teams using Sarina State School’s Unit adaptation proforma (A3).  
|                 | • Use the ‘Adapting Units of work’ flowchart  
|                 | • Plan other KLA subject as stand-alone units using the whole school planning proforma. |

| Develop and Maintain Teaching and Learning programs | • Use whole school programs and policies  
|                                                       |   ➢ English program  
|                                                       |   ➢ Maths program  
|                                                       |   ➢ Science program  
|                                                       |   ➢ History program  
|                                                       |   ➢ Geography program  
|                                                       |   ➢ LOTE program  
|                                                       |   ➢ Music program  
|                                                       |   ➢ Reading program  
|                                                       |   ➢ Spelling program  
|                                                       |   ➢ Writing program  
|                                                       |   ➢ Editing and Proofreading policy  
|                                                       |   ➢ Gifted, Talented and Enrichment policy |
|                                                       | • Use operational information  
|                                                       |   ➢ Class timetable  
|                                                       |   ➢ Class list  
|                                                       |   ➢ Map of the school  
|                                                       |   ➢ School calendar  
|                                                       |   ➢ Evacuation Procedures  
|                                                       |   ➢ Behaviour Management Plan  
|                                                       |   ➢ Playground Duty Roster  
|                                                       |   ➢ Quality Classroom Policy  
|                                                       |   ➢ Bookwork Policy  
|                                                       |   ➢ Handwriting Policy  
|                                                       |   ➢ Homework Policy  
|                                                       |   ➢ Differentiation Policy  
|                                                       |   ➢ Feedback Policy  
|                                                       |   ➢ Explicit Instruction and Consolidation Policy |
|                                                       | • Use Long Term Plans-  
|                                                       |   ➢ Year Overviews  
|                                                       | • Use Medium Term Plans  
|                                                       |   ➢ Class Term Overview  
|                                                       |   ➢ Differentiation planner |
- Units of work/Assessment Tasks and GTMJ
  - Develop **Short Term Plans**
    - Weekly Plan/Day Book (diary provided)
  - Use **Assessment Tools**
    - Recording tools e.g. checklists
    - Assessment strategies
    - GTMJ
    - Exemplars
    - Sarina State School Assessment/Moderation Schedule

### Report to Parents
- Sarina State School Reporting Policy
- Written report twice yearly - Term 2 and Term 4
- Parent interviews twice yearly - Term 1 and Term 3
- Students with an ICP reported on the learning area as documented in their ICP

### Differentiate “Teach students not units”

**Teachers will:**
- Set targets for students/whole class - Enrichment/Core/Support groups.
- Adjust units to ensure all students can succeed.
- Differentiate assessment tasks for all students to access (i.e. what will the extension students need to do to obtain an A/B, core, students access all the assessment task (components to achieve a C, support students- what parts of the assessment task can the support students access to succeed- how many questions, can it be orally explained rather than written, adjust the product not the content). If the task is adjusted too much it will no longer align to the unit and the student will only be able to achieve a D or E.
- Use the Differentiation Placemat when differentiating in units.
- Make informed decisions about the content and sequence of the unit and the differentiation required for the unit.
- Use ‘Sarina State School Differentiation Policy’.

### Make Learning Explicit

**Teachers will** refer to Sarina State School’s Pedagogical Framework particularly Explicit Instruction component. Also follow *Sarina State School Explicit Teaching Guidelines*

### Provide Quality Assessment

**Teachers will:**
- Identify and minimise barriers that prevent students demonstrating what they know, understand and can do.
- Attempt the task and create an exemplar.
- Align assessment with content descriptors/essential learnings.
- Administer Whole School Assessment Schedule.

### Maintain Student Assessment Folios

**Teachers will:**
- Collect and maintain evidence of student knowledge, understanding and skills in all Learning Areas (i.e. Student Assessment Folio)
- Record diagnostic assessment data in OneSchool

### Ensure Consistency of Teacher Judgement

**Teachers will:**
- Meet and moderate both formally (as per yearly timetable) and informally (as required)
- Use a range of evidence of student learning to monitor student progress and assess student achievement
- Judge the quality of each student’s achievement using the relevant curriculum standards
- Make an on-balance judgment across a range and balance of assessments to award an overall level of achievement
# Adapting Units of Work

## Curriculum
- **View unpacking video**

## Assessment
- **What is the purpose/intent of the unit?**
  - How will I connect this with my student’s experiences? Which hook Pedagogy will I use? – EI, Inquiry etc.
- **What critical content do I need to teach to prepare students for the task?**
  - What must I monitor? How will I do this?
- **What core knowledge and skills do students need in order to achieve the unit purpose and complete the assessment?**
  - Will my modifications or adjustments affect the integrity of the content examined in this unit of work? Can all students access the assessment piece? **DIFFERENTIATION**
- **What prior knowledge is identified for this unit?**
  - What information do I have about what my students know? What data informs this? What do I need to explicitly teach?

## Sequencing Teaching & Learning
- **Have I front ended the assessment task?**
  - Which lessons are relevant or none?
- **Will I be able to implement the teaching sequence as it is or will I need to adapt it as a team?**
  - Have I broken the core knowledge and skills into manageable pieces for EI lesson delivery in a logical sequence?
- **Will my modifications or adjustments affect the integrity of the content examined in this unit of work? Can all students access the assessment piece?**
  - How will you team ensure consistency in the implementation and marking of the assessment for moderation and reporting?

## Making Judgements
- **Have I maintained alignment between the content descriptions, assessment task and the achievement standards?**
- **Have I gone through the GTMJ to identify how the task will be graded?**
  - Have I gone through the task, GTMJ with the students prior to the task being completed?
- **Do I need to change the criteria to reflect any changes to the assessment? (See HOC prior to any changes)**
  - Do I need to write a GTMJ if there isn’t one? Turning a Monitoring task into a summative assessment.

## Feedback
- **Continually throughout the unit/term/semester**
- **How will I give feedback to students about their performance throughout the unit? Has it been timely, explicit and linked to the task/product?**
- **How will I use feedback about student performance to inform implementation of both this unit and the next?**

## Differentiation
- **Have I attempted the task/s?**
  - Is there an exemplar for students to work from?
  - Is there a range and balance of assessment pieces - both Summative and Formative?
- **Which lessons will be EI lessons?**
  - What content/skills will be included in Consolidations?
  - Identify core resources to be used by all students and those to be used for consolidation or extension
- **Have I made an on balance judgement across a range and balance of assessments to award an overall achievement in the learning area?**

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**DIFFERENTIATION:** documented
Science Unit Adaptation Form.
Differentiation Placemat

**CONTENT**
The knowledge & skills to be developed.
- Modify or include:
  - abstraction
  - complexity
  - variety
  - transition to new situations
  - richness & depth of study
  - study of role models (people of extraordinary ability)
  - methods of inquiry

**PROCESS**
The activities or ways students learn the content.
- Modify or include:
  - Higher levels of thinking
  - Critical, creative & caring
  - Open-endedness
  - Proof of reasoning
  - Group interactions
  - Variety of learning processes
  - Pacing
  - Student choice

**PRODUCT**
The documented evidence of students’ learning.
- Modify or include:
  - Task validity & connectedness
  - Real, authentic audiences
  - Purposive deadlines
  - Transformation of learning
  - Extended, accelerated assessment & evaluation
  - Student choice

**ENVIRONMENT**
The physical and emotional setting of the classroom.
- Modify or include:
  - Group size
  - Student centered
  - Engage independence
  - Openness
  - Scaffolding
  - Variety of materials, learning spaces
  - Complex intellectual tasks
  - Variable grouping (permitting high mobility)

**HOW to differentiate...**
Methods fall under multiple categories. For differentiation to occur, these tools are used to differentiate at all aspects of instruction to meet the variety of student learning needs.

**CONTENT**
- Some Content Tools: Pre-Assessments, Cooperative learning strategies, Tiered tasks, Acceleration in 1 or more KLAS, MSA, Sprints, Incentives.
- Some Product Tools: Group projects, Group investigation, Individual, Group, Individual, Group, Individual.

**COMPACTING**
Reduce the core curriculum to skills & content areas that are not already mastered. Focus on areas needing further development.

**PRE-ASSESSMENT**
- Pre-assess for student interests & what students already know about the content.
- Some Pre-Assessment Tools:
  - Teacher-made pre-assessment
  - Creative assessment, TEA, critical success
  - Teacher observation/notes
  - Student demonstration & discussions
  - Student products & work samples
  - Polls, surveys, student journals
  - Online tests
  - Grading criteria
  - Reflection, feedback
  - Recognition
  - Adaptations
  - Scaffolded learning
  - “End of unit” assessments
  - Student interviews

**PRODUCT**
The documented evidence of students’ learning.
- Modify or include:
  - Task validity & connectedness
  - Real, authentic audiences
  - Purposive deadlines
  - Transformation of learning
  - Extended, accelerated assessment & evaluation
  - Student choice

**ENVIRONMENT**
- Some Management Tools:
  - Productive learning habits
  - Cooperative learning strategies
  - Flexible grouping processes
  - Variable grouping (permitting high mobility)
  - Intellectual peer groups
  - Scaffolding
  - Learning contracts & rubrics
  - Integration of ICTs
  - Student teacher interactions

**ADJUSTED TASKS**
Learning activities to practice a concept are adjusted in response to student learning needs.

**IT’S AS EASY AS 1, 2, 3**
1. **KNOW THE CURRICULUM INTENT**
2. **KNOW YOUR STUDENTS**
3. **VARY THE PATHWAYS (CONTENT, PROCESS, ENVIRONMENT)**
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