

Curriculum Assessment and Reporting Overview Document



2013/14



PRINCIPAL'S WELCOME

Welcome to Babinda P-12 State School. I am confident that you will find our school a safe, engaging and rewarding educational facility.

Proven Track Record

As a school and a community we encourage excellence, applaud achievement and celebrate diversity. Our school proudly boasts an almost 100% success rate providing students with a real life pathway post schooling – learning, training and employment. Our graduates have received entry to Australia's most prominent University programs and our school counts amongst its past students some notable national and international business and professional success stories.

Distinctive Identity

Central to our school's distinctive identity and offerings is that we are absolutely driven to do whatever it takes, by personalising learning, to make sure that every student meets their highest academic potential. One of our strongest strategies for this is our Babinda Performance Pact – a signed agreement between parents, students and the school which ensures no student's academic success is left to chance and that the focus of our learning, learning support and tuition resources are invested to provide the greatest effect .

Seamless Education

Babinda P-12 State School is committed to the seamless transition of students with:

- A nurturing environment in the early years **from Prep through primary school** where safety, health and caring strengthen teacher, student and parent relationships and a strong focus is placed on providing a solid foundation of literacy and numeracy fundamentals as well as higher order thinking skills and technology use.
- A supportive **early secondary school** setting where the values of integrity, diligence, compassion and respect are forged through varied curriculum opportunities. We know that students in this phase experience an unmatched period of cognitive, physical, social and emotional change and this is supported through strong staff relationships, goal setting and by engaging students in authentic and meaningful learning.
- A flexible and innovative senior program which offers a wide variety of high quality pathways to post schooling success for students. Our learning options are enriched by providing students with the opportunity to study both a rigorous academic program or vocational and trade options via face to face learning, virtual learning or through external TAFE providers. Many of our students also access early entry programs into university and school based apprenticeship and traineeships.

Quality Relationships

Finally, we are proud to be a quality public education provider; the cornerstone of our success is the superiority of the teaching and learning provided by our dedicated staff, something that we always continue to strive to improve. We see the greatest asset of our school as the strength of the relationships fused between our staff, the students, our parents and the community, a partnership that allows us to personalise learning for every student. In the words of one of our senior students "At Babinda unlike other schools, students have a name...they're not just a number to the teachers."

I am delighted on behalf of the community to be able to share our school with you and I encourage you to look through our website to see and read about the great opportunities that our school provides or to come in and visit our school and learn about many of the other great things that are happening right now.

Yours Sincerely

Matt Thompson
Principal

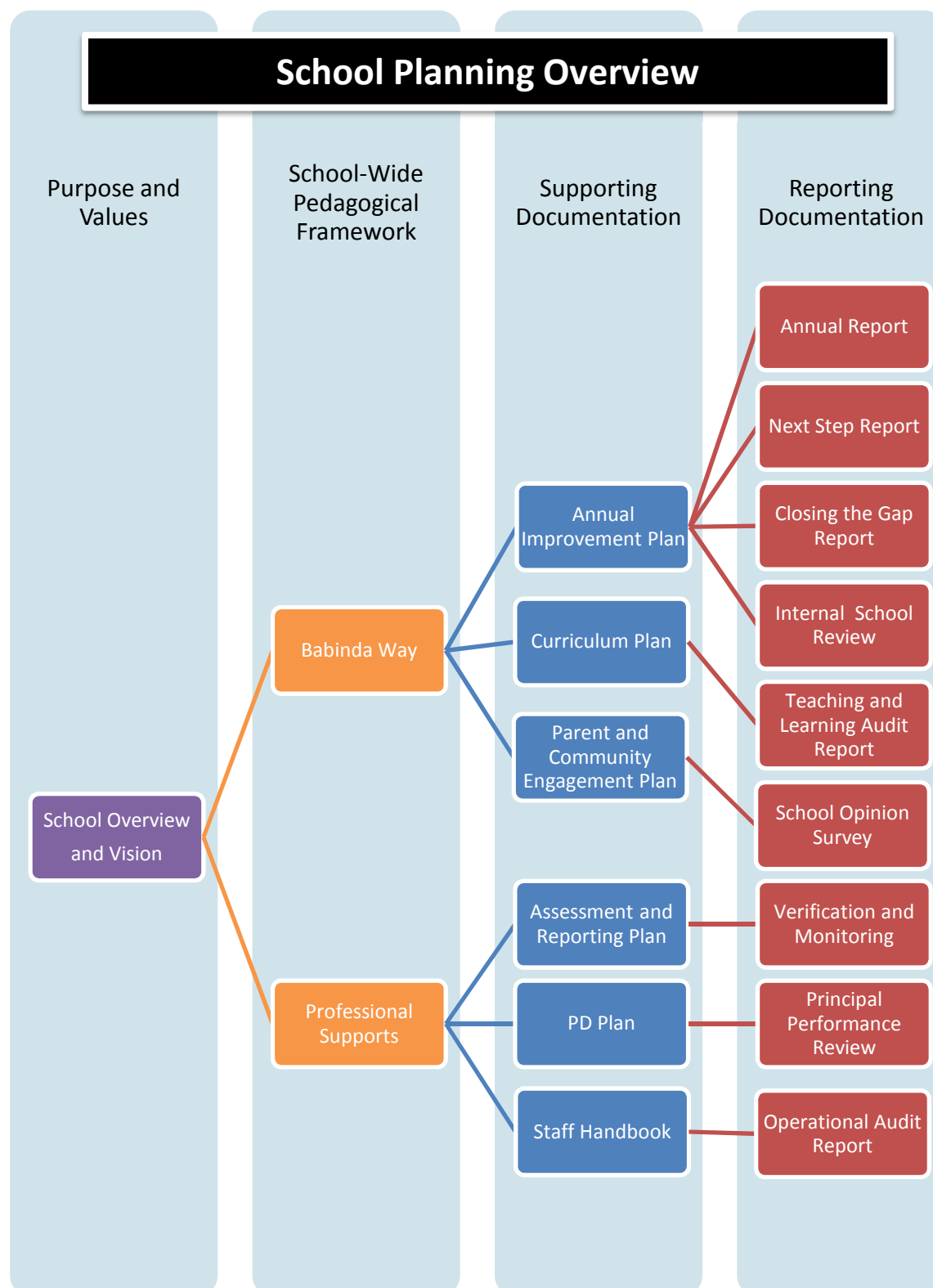
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PURPOSE

This handbook is intended as a basis for curriculum decision making and is therefore a “Working Document”. Staff and administration at Babinda P-12 SS are expected to collaboratively plan together to enhance the learning environment for all students. Whilst the professionalism of staff is at all times valued this document holds forth underpinning educational values that the school and community as a whole has identified. It is expected that administration and staff use these values as a basis for curriculum decision making with a view to the longitudinal improvement of student performance at Babinda P-12 SS.



SCHOOL OVERVIEW

Babinda P-12 State School seeks to create the environment for success for all our students. To do this, Babinda P-12 has a culture of setting high expectations for student learning, professional accountabilities of the teaching and learning process and creating intentionally inviting classrooms. At Babinda P-12 State School, we proudly recognise Indigenous cultures and traditions and seek to embed indigenous perspectives across all aspects of the schooling experience. We further seek to engage with parents and carers to empower them to better contribute to their children's education. In essence, our priority is to ensure:

Every Child Matters, Every Day!

BABINDA TOWN AND CULTURE

Babinda P-12 State School is a single campus P-12 school situated in the township of Babinda, approximately 60 km south of Cairns. It is located within the Cairns Coastal District and is the largest member of the cluster of schools which includes McDonnell Creek, Bellenden Ker, Miriwinni and Bartle Frere.

Babinda P-12 State School is set in an attractive semi-rural environment with Queensland's highest peak, Mt Bartle Frere as its backdrop. The school's buildings are set on 9.1 ha of attractively landscaped grounds with excellent sporting ovals and playground facilities.

Babinda has traditionally been a sugar town with its heydays of cane cutters. With mechanised harvesting, a number of cyclones and the closure of the town's mill the population of the town has fallen to its present level. Tourism is essential to sustain the area. Tourists come in buses and private vehicles to view the mysterious 'Boulders', Josephine Falls and the natural green landscape of the rainforest. Babinda boasts the highest mountain in Queensland - Mt Bartle Frere.

Babinda's population is principally of European origin with approximately 10% being of aboriginal or islander descent. The population is scattered due to farming dominating employment. The main centres of population are Babinda, Mirriwinni, Bramston Beach and Deeral.

BABINDA BOULDERS – LOCAL INDIGENOUS DREAMING STORY – YINDINJI PEOPLE

The Boulders is a spectacular swimming and picnic spot about 7km west of the township. While naturally tranquil and beautiful, local aboriginal legend paints a more tragic picture of this special place. The story goes like this: A long time ago, the Yidinji tribe were the sole occupants of the Babinda Valley. The isolation created by the surrounding hills and jungle made visitors rare, however, there came a time when a wandering tribe entered the lush green valley and was made welcome by the Yidinji people, who were in a state of celebration. It seems an elder of the Yidinji tribe named Waroonoo was about to marry the beautiful Oolana.

The marriage had been arranged to combine the knowledge and wisdom of Waroonoo with the youth and beauty of Oolana. The wedding went ahead as planned, but the following day it became obvious that something was wrong. Oolana had disappeared, as had Dyga, a handsome young member of the visiting tribe.

A search party comprising both tribes searched the area for the missing lovers. It was not long before they were found camping by a stream running through Churichillam, now known as Mount Bartle Frere. After a furious struggle Dyga was captured, but not Oolana. Overcome with emotion, she threw herself into the stream. From then on, the previously peaceful waters erupted into swirling torrents of white water as the ground burst open, spewing forth huge boulders to mark the place of the terrible happenings.

Aboriginal legend says the spirit of Oolana remains in Devil's Pool to this very day, calling to any young single male visitors to the area who may go to the mysterious waters. Spookily, the boulders have claimed the life of many young males over the years, giving credit to the legend.

For further information about local indigenous knowledge - see local resource book – Bunna Binda (Babinda Stories by Murrai (Annie Wonga)) "Welcome to Country"

SCHOOL SOCIO-CULTURAL FACTORS

Our school community is made up of the same diverse socio-cultural backgrounds as the town. The School is moderately socio-culturally complex and this is demonstrated through:

- The approximately 250 student population are made up of 30% Aboriginal and Torres Strait Islander students, 68% Caucasian and 2% from other countries.
- According to the MySchool website 48% of families are in the bottom quartile of socio-economic status and only 9% in the top quartile. Our ICSEA (Index of Community Socio Economic Advantage) rating of 884 identifies the school as a focus school for socio- economic disadvantage.
- Unemployment 23% of parents not in paid work and 7 % of parents had no occupation stated.
- Families living in government housing
- Families in child safety foster care and children living in foster or extended family care arrangements and other custody arrangements exist

Despite these issues Babinda P-12 SS has a positive tone generated by caring staff members, internal pride and low staff turnover. We embrace our uniqueness and the additional challenge of identifying and addressing specific students' needs by implementing policies that facilitate and enhance student learning through innovative educational initiatives.

SCHOOL FACILITIES

Babinda P-12 state school enjoys a scenic campus nestled in award winning gardens with all the facilities necessary for a high quality educational experience. The School campus houses an array of buildings including modern library, Electronic Learning Centre, hospitality and manual arts block. All areas enjoy strong wireless networked capabilities for a truly modern and digital education.

Facilities such as drama, film and television, music, graphics and art rooms as well as newly refurbished science labs supplement the four computer labs and many general classroom areas. All primary classrooms and most secondary classrooms are appointed with state of the art interactive whiteboard technology.

One of the most impressive structures on campus though is our Great Hall which contains our indoor sporting areas and gymnasium. Adjacent to our tennis courts and cricket nets, it can easily accommodate and seat several hundred people. In response to the tropical weather the far north sometimes has, the school has ample undercover play areas as well as 3 sizeable adventure playgrounds and ample storage for our marine and outdoor recreation course activities.

SHARED VISION AND VALUES

"Our school is a community in which people are valued and our students are given the opportunity to develop in learning, responsibility and character".

School Motto: "Strive to Excel"

OUR VISION

Our school is a community of learners in which every person is valued and able to take advantage of a range of opportunities to achieve personal academic success and to develop in responsibility and character. In essence every student matters, every day.

OUR VALUES AND BELIEFS

Babinda P-12 State School values the diversity of its community and student population and the focus of our teaching across all year levels is the strong development of Standard Australian English, numeracy skills and of socially and emotionally well balanced students. Foremost we believe that every student can learn and as a school we should be doing whatever it takes to ensure they are achieving their highest academic potential.

At Babinda P-12 State School we value:

- **Quality Teaching and Learning**
- **Quality Behaviour**
- **Quality Relationships**
- **Quality Outcomes**

To meet this vision statement and values, Babinda P-12 State School is committed to students, quality teaching and accountability. We use **key conditions, key elements and key strategies** to meet standards and targets that we have designed to help us continue to strive for the best learning outcomes for all students.

We believe children are more likely to learn when the following **key conditions** are present and as a community

we strive to provide them as part of our Charter of Expectations:

CHARTER OF EXPECTATIONS



1. The school has a culture of care and of high expectations, inside and outside the classroom.
 - All students matter, every day.
 - All students can reach their academic potential.
 - Practices within the school enhance the learning climate and tone.
 - Feedback for learning is valued and practised at all levels.
 - There are high standards of student behaviour (positive school-wide behaviour, orderly student movement, high student engagement and motivation within the classroom).
 - There is an emphasis on the uniform and dress code.
 - There is an emphasis on achieving consistently high student attendance.
2. Curriculum delivery is underpinned by highly effective explicit teaching.
3. There is a high level of community engagement and support.
4. There are strong relationships between parents and their children's teachers.
5. School leaders actively coach and support teachers in their skill development.
6. Staff shares collective accountability for all student outcomes.

CHARTER OF EXPECTATIONS FOR TEACHING

At Babinda P-12 SS each teacher:

School-wide Pedagogy

1. builds effective relationships with each student
2. accepts accountability for each student's learning
3. uses data to inform teaching and monitor student learning
4. plans and teaches each lesson using the agreed explicit teaching model
5. uses differentiation strategies to eliminate the tail and cater for high achievers
6. uses revision strategies to move student knowledge from short term to long term memory.

Learning Environment

1. sets a positive classroom learning tone.
2. establishes an atmosphere of high expectations
3. focuses on high standards of student presentation and handwriting
4. regularly corrects student work and provides feedback to each student
5. has a high standard of classroom display that is relevant and educationally stimulating

Student Engagement

1. ensures that each student feels valued and respected by them
2. ensures that each student is given work and other learning experiences at their ability level
3. supports each student to have friends at school
4. engages each student in their progress towards their annual learning goals.

GIVENS AND MANTRAS

Through goal setting, explicit and direct instruction, tuition investments as part of our performance pact. At Babinda P-12 SS – **We guarantee children's learning isn't being left to chance! – Explicit, Measured, Accountable**

Babinda Performance Pact

Babinda P-12 State School is committed to ensuring our students receive personalised attention to support them to achieve their highest academic potential.

FNQ – Service Commitment

Babinda P-12 State School is committed to ensuring 100% of Year 12 Students achieving a QCE & leaving with a real-life pathway – Earning, Learning or Training

Central to this improvement agenda within our school are these givens:

- **As a staff we have an absolute belief that all students in our class can and will be successful**
- **That we believe in our capacity to make a difference and that we are accountable for it**
- **A focus on Increasing student self esteem**
- **Teaching that moves knowledge from short term to long term memory**

Underpinning the above mantras and givens is our belief that **Every Child Matters, Every Day!**

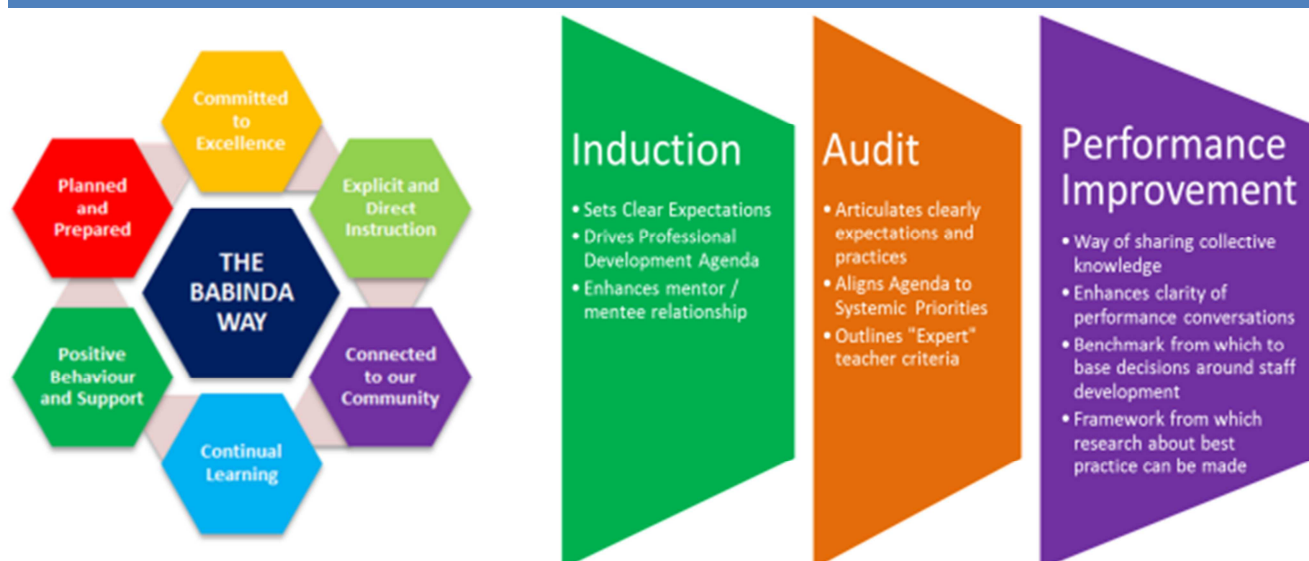
STRATEGIC COMMUNITY PARTNERSHIPS

STRATEGIC COMMUNITY PARTNERSHIPS	
PARTNERSHIPS	ARE FOSTERED BY
<ul style="list-style-type: none"> Babinda Cluster of Schools <ul style="list-style-type: none"> Macdonnell Creek SS Bellenden Ker SS Mirriwinni SS Bartle Frere SS John Fleming Network Far North Queensland Education Region FNQ - Indigenous Schooling Support Unit Flexible Learning Centre Innisfail State College – TAFEsec Cairns TAFE - TAFEsec Parents and caregivers Parents and citizens Association Local Chaplaincy Committee Police and Police Liaison/s Department of Communities Department of Child Safety Department of Employment, Education and Workplace Relations Department of Aboriginal and Torres Strait Islander Partnerships Mamu Health Service Queensland Health Amaroo – ATSI Elders Justice Group Babinda Chamber of Commerce Babinda Business Houses Babinda Taskforce Babinda Harvest Festival Committee Cairns Regional Council James Cook University Active After School Communities 	<p>The unique nature of Babinda P-12 State School as a local community centre has led the school to have a diverse student body. Our “child centred” approach enhances the likelihood of the needs of every child in the community being met. Openness, approachability, honesty and home visitations have helped strengthen the links between home and school.</p> <p>Babinda P-12 State School makes links with the community in many and varied ways, namely by:</p> <ul style="list-style-type: none"> Offering parent information sessions Providing a weekly/ fortnightly newsletter / Publicising special achievements/events via Cairns Post Maintaining an active Facebook page Our Babinda Performance Pact including our Community Pact Representation at Babinda Chamber of Commerce and other Public Meetings Providing curriculum inserts (Parents in Schooling) in newsletter when appropriate Implementing parent help programs Conducting orientation days and a Pre-Prep Program Involving whole school community in <ul style="list-style-type: none"> Under 8's day Presentation Night Senior Leadership and Induction Ceremony Athletics/ Activities Days NAIDOC week/ Culturally significant celebrations Careers Days School Festivals and Musical Performances Providing displays for Cairns Show and Harvest festival/ Participating in local activities Participating in local competitions Conducting Goal Setting and 3 way interviews including Student Improvement Planning Parent surveys 141 mentoring programs Health Screening Feeder school visits Case Conferences Information sessions and round table events/ Interagency meetings Offering Short Courses e.g. food handling etc Scholarship programs Buy Local Strategies

LINKS TO EDUCATION QUEENSLAND'S ROADMAP

- 1. Strong leadership with an unrelenting focus on improvement** - See Babinda Way – Committed to Excellence and Continual Learning
- 2. A shared commitment to core priorities** - See Babinda Way - Planned and Prepared
- 3. Quality curriculum and planning to improve learning** - See Babinda Way - Planned & Prepared
- 4. Teaching focused on the achievement of every student** - See Explicit and Direct Instruction
- 5. Monitoring student progress and responding to learning needs** - See Assessment and reporting Framework—See Babinda Way Positive Behaviour and Support and Babinda Performance Pact

THE BABINDA WAY



Schools who achieve sustained levels of success do so because they work in parallel with teachers, students and other school community leaders. At Babinda P-12 SS we endeavor to enhance our school's outcomes through the evolution of a distinctive school identity, which includes the alignment of organizational elements, the creation of external and internal networks and by devolving and inspiring others to own part of our vision. Having very clear systems, processes and accountabilities for staff drives efficiency and effectiveness. To this end we have developed a six pronged thrust to ensure that all students receive a daily high quality learning experience – we have termed our approach the **"Babinda Way"**

Our **"Babinda Way"** is the "toolbag" of **high yield pedagogies** that support student learning, the **attitudes and relational skills** expected as a member of the team and the skills needed to effectively **manage and support students**. In this way staff and the school:

- Explicitly know what is expected in terms of the benchmark of effective school-wide pedagogy.
- Are provided an avenue for sharing collective knowledge
- Through our coaching model and support tools can be specifically developed to build their capacity to achieve this vision
- Are provided a framework through which research and innovations about best practice can be made.

We have developed this system because we believe *"When teachers work synergistically to create a **shared school wide approach** to pedagogy, they assert the **potential of the profession** to enhance school outcomes, and in so doing **the effect they have on the life-chances** of children from all backgrounds, is **immense**."* Crowther (2010)

Strong systems and processes are reinforced by having high expectations and setting targets that lead to improved student achievement. The **use of student performance data is central to our improvement agenda** and at our school, classroom teachers and school leaders work together to:

- analyse evidence about student performance, using school-based, state and national data
- have a shared understanding of student data and have established targets for improvement
- monitor progress
- regularly review and refine strategies in response to student achievement
- have the support and resources they need to meet established targets
- engage parents in supporting the school's priorities, promoting shared expectations for student achievement, and celebrating success together.

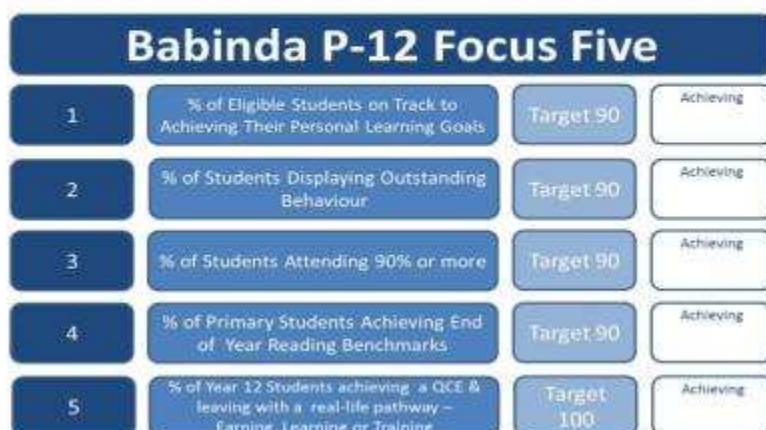
In addition to performance and accountability approach, the following documents provide for the systematic improvement and accountability of our school. These documents are available from the school's website.

- Annual Improvement Plan
- Annual Report
- Student Disciplinary Absences Report
- Next Step Report

COMMITTED TO EXCELLENCE

BABINDA FOCUS FIVE

School-Wide Performance



Don't leave learning to chance! - Explicit - Measured - Accountable

Target 90 Focus Five Weekly Update

Year Level / Class	Positive Catch of the Day	One School Behaviour Referrals	Attendance %				
			Monday	Tuesday	Wednesday	Thursday	Friday
P11	333	0	88%	79%	96%	92%	88%
1/2	278	0	100%	82%	98%	100%	95%
3/4	222	0	82%	84%	100%	100%	98%
4/5	194	2	91%	91%	91%	91%	91%
6/7	166	1	91%	91%	91%	91%	91%
8/9	137	0	84%	88%	96%	96%	93%
10/11	111	0	84%	88%	96%	96%	93%
12	76	0	92%	100%	95%	95%	95%
School	0	0	91%	91%	95%	93%	93%

Next week in our school.....

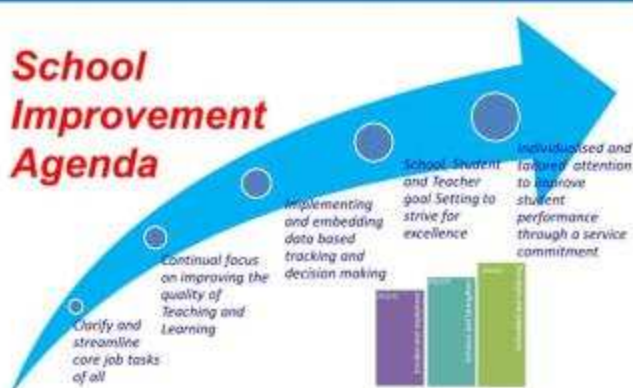
Monday	Planning still occurring in A block, Sector Leaders Meeting 3-3:30pm, Mark S, Karen H, Deb C Absent, Pete and Gillian on SL for 2 weeks
Tuesday	Planning still occurring in A block, No Staff Meeting in lieu of GPP, Marty and Sam out @ 9:30
Wednesday	Planning still occurring in A block, Debating Comp - Topic 3
Thursday	Year 7 Readers Dargan, Early Year's Parent Meeting 2pm in Library, Matt out @ Dargan
Friday	Carlin Absent XO training

8/03/2013 We know our students - which means knowing the data about our students.

The above are the central measureable focus drivers of the school. The performance across these measures is what, as a school, we must achieve if we are to demonstrate our success. These measures are updated every week as part of our performance data reviews and also form part of our "Target 90 – Weekly Update", along with communication.

SCHOOL IMPROVEMENT AGENDA

Creating a High Expectation Relationships Culture



To achieve the above performance targets, the foundation of our school improvement agenda must be the creation of a high expectations relationship culture. In essence, this is a culture where we want the very best school and the very best results for all of our students.

To ensure this occurs there are a number of core pillars to our improvement agenda

1. **Clarify and streamline job tasks** – Having clear systems of practice and clear expectations which provide the benchmark of performance and accountability for our "Babinda Way", ensures the job tasks of teachers is de-cluttered and jobs which are not the core work of teachers are devolved through role descriptions to ancillary and administrative staff to perform in a more focussed, effective and efficient way.
2. **Continual Focus on improving the quality of teaching and learning** – A core belief of this school is that the greatest impact on student performance is the quality of the teaching and learning happening every day in classrooms. Therefore continual work to improve the explicitness and effectiveness of lessons is critical to the performance improvement of the school. Through a strong school-wide pedagogy, an explicit teaching model and coaching, feedback and supervision on a regular basis, Babinda P-12 is driven to improve the quality of teaching in the classrooms.
3. **Implementing an embedding data-based tracking and decision making** - At Babinda P-12 we believe ongoing improvement is most likely to be maintained when the school community — teachers, parents, students and school leaders — regularly reviews student data and progress towards the intended learning. Regular reviews provide opportunities to celebrate success as well as calibrate or adjust strategies where required. In this way we regularly report to parents about student improvement

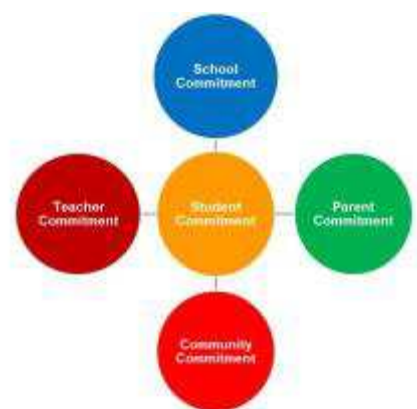
and regularly discuss student achievement and improvement through our DPF processes, Principal/s performance discussions and data displays

4. **School, student and teacher goals setting to strive for excellence** – A fundamental driver for all improvement areas within the school, is the setting of learning and improvement goals to provide the stretch and necessary tension to continue to strive to improve performance and therefore deliver excellence.
5. **Individualised and Tailored attention to improve student performance through a service commitment** – The purpose of our service commitments and their associated strategies is to make visible for parents/ caregivers, students, wider community and staff the contract for service that is to be delivered on enrolment at our school and to do it in a way that ensures we have an attitude and a level of commitment to do whatever it takes to make a difference. See Babinda Performance Pact and Post Schooling Commitment.

BABINDA PERFORMANCE PACT - WE GUARANTEE YOUR CHILD'S LEARNING WON'T BE LEFT TO CHANCE

At Babinda P-12 State School we fundamentally believe that students need to be challenged, encouraged and supported to achieve their highest academic potential. To ensure this happens, we have introduced our Babinda Performance Pact. The pact is available for all students enrolled at our school whose attendance is 90% or more and it outlines a 4 way commitment to working in partnership with parents and the community to ensure student learning isn't being left to chance.

The Performance Pact is a School Improvement Program that was developed in response to the challenge of a poor distinctive identity for the school and importantly as a way to improve the attendance, academic performance and life expectations for our students and in particular indigenous and disengaged students.



- Student Commitment** – Attendance, Behaviour, Coursework
- School Commitment** – Tailored Program & Support Response
- Parent Commitment** – Agreement to Enhancement Modifications
- Teacher Commitment** – Increased Focus and Support
- Community Commitment** – Support, Belief & Employment

VISIONING STRATEGY

The Babinda Performance Pact is a program based on the creation of a model of service delivery to parents and the community. Our approach through the use of this service commitment is to make visible for parents and carers the level of service and effort our school provides when parents sign the enrolment contract for our school. For community we aim to demonstrate the kind of school we are for our town and our kids.

The deep intent then of this commitment is to promote a culture of personalised attention for students across the school, a “whatever it takes” to make a difference attitude, a way to re-culture our school so that there are “no excuses” for student failure and so that there are real chances for a real life pathway post schooling.

The Pact works as a simple two-way message that drives both sides of the parent/school partnership. It communicates these expectations:

- For parents: If you want your child to achieve their dreams and a better life – send them to school.
- For teaching staff (teachers and teacher aides): If kids come to school then we must do whatever it takes to make them successful.
- For Community: Support our school, believe in our kids and employ them
- For administration staff: Supporting teachers, parents and kids by doing whatever it takes to ensure success.

This expectation provides for a situation, where educational success is a commodity bought through reward for attendance rather than punishment for non-attendance. The commodity that parents and students earn through attendance is not just a promise or aspiration but equates to increased learning support resources, increased school focus, awards for performance and improvement, continual celebration of success, increased achievement and attendance reporting and individual case management.

INFORMATION STRATEGY

A visioning strategy sets the foundation to support continual improvement but a strategy to ensure ongoing monitoring of performance and the ability to react to challenges, direct resources and celebrate successes is critical. Our School improvement Agenda uses a suite of data tools and tracking as well as targets and standards to ensure that as a school we are continually striving to perform to our highest levels. The Performance Pact program uses local performance data collected every five weeks to drive this improvement. Data is therefore seen as a critical resource that we use to:

- Focus priorities and enable change
- Monitor and drive performance
- Set and achieve goals, benchmarks and targets
- Organise and utilise resources
- Build hope and a positive culture

Most importantly for our school though is that information we collect needs to be useful to teachers – to inform their planning and teaching. We believe the first and most important element of effective teaching and learning is to know our students and that means knowing the data about our students. Not just so that we know what student do know and can do now but so that we are informed about what students need to know and be able to do next.

ORGANISATIONAL STRATEGY

The Babinda Performance Pact has changed how human, space, time, financial, curriculum and technological resources are being used and allocated. For instance, significant human and time investment in catching children up who have continued irregular attendance has historically led to a large “tail” and very little return in student performance. Much improvement is nullified through absence and is an ongoing source of low productivity morale for many teacher aide staff.

This inefficient use of resources provided for the key pillars to engage in re-prioritisation of resources.

- 1. Strong Teaching Teams:** These are developed because teacher aide (TA) allocation has radically changed. TA hours in classes are now allocated based on need, ie. The number of pact children in the class, plus time allocated for other specialist needs. This change provided support time so that teacher aides could work in a cross-functional learning support role, within one or two classrooms. In this way the investment leveraged the one-on-one relationship developed when the same adult spends significant time in a classroom. This also means a strong partnership is developed between staff because they know the routines, know the students and waste less time transiting to different classrooms.
- 2. Shift in Support Priority** - Allocation of learning support and tuition support activities have also shifted in priority from catching up “non-attenders” to TA and other learning support staff working to push children to getting back on track for their goals and to reaching benchmarks. Professional development for TA and teachers has also been further targeted to fill competency gaps in benchmark achievement and will continue through performance measurement.
- 3. Safeguard Program and Tuition support**
Increasing support through out of class hour’s tuition and short term subject load reduction – Support for learning time is increased by prioritising and providing learning support at times outside of school through before and after school tuition. Additionally learning support time is prioritised through consolidation subjects provided through short term subject load reduction also.
- 4. Case Management:** Data is used throughout support planning to target resources and maintain a strong connection with and ability to respond to student performance. In essence case management. Senior students in particular are case managed through a rigorous SET planning, tracking and review process to ensure students are on track to achieve their QCE and a real life pathway post-schooling. Additionally, students who are undertaking subjects through our Electronic Learning Centre are provided with increase monitoring and tuition support to ensure their learning is not left to chance.

BABINDA PERFORMANCE PACT – A HIGH EXPECTATIONS RELATIONSHIP – PROGRAM DETAIL

Our Service Commitment states that:

In 2012/13, Babinda P-12 State School is committed to ensuring our students receive individualised attention to support them to achieve their highest academic potential.

In partnership with parents, the school is committed to doing whatever it takes to have children achieve their personal learning goals

The Performance Pact follows this process:



GOAL SETTING – DEVELOPING A LEARNING STRETCH

The first step in the pact is to design the personal learning goals or “learning stretch” for students to aspire to. To do this we hold goal setting meetings – initially with students and then with parents. The discussions centre on:

- Encouraging the student/ parent to comment on the student’s performance data profile, with the aim of getting students to actively reflect and articulate their thoughts on their own learning.
- Identifying a student’s strengths and areas they think they could improve in.
- Developing targeted actions student can do to achieve their goals.
- Agreeing on Interim goals for Semester One.

PERFORMANCE CHECKS – LEAVING NOTHING TO CHANCE

As part of this pact, we collect and collate student assessment work to create a school-wide performance check every 5 weeks. We do this because we believe ongoing improvement is most likely to be maintained when the school community — teachers, parents, students and school leaders — regularly review student data and progress towards their intended learning. Regular reviews provide the opportunities to celebrate success as well as calibrate or adjust strategies when they’re required. In this way a student’s learning performance is never left to chance!



SUPPORT INVESTMENT – TUITION, FOCUS AND SUPPORT

Once we have established student learning goals, after every performance check, we then contact parents of students to inform them whether their child is “on or off track”. Parents whose children are not on-track are asked to take part in an additional support meeting where the school outlines the tuition investment that we will make to get them back “On-Track”.

CELEBRATION

Finally, on-going student performance monitoring helps us remain responsive to issues pertaining to student improvement, but the most important purpose for us in having on-going monitoring of achievement is that our students get to regularly see themselves as successful and confident learners. So as part of this program we constantly celebrate progress towards their goals as well as year level benchmarks and we do that by praising improvement, by celebrating achievement and by believing in them.

ATTENDANCE, ACHIEVEMENT AND EMPLOYMENT– A COMMUNITY ISSUE – COMMUNITY PACT

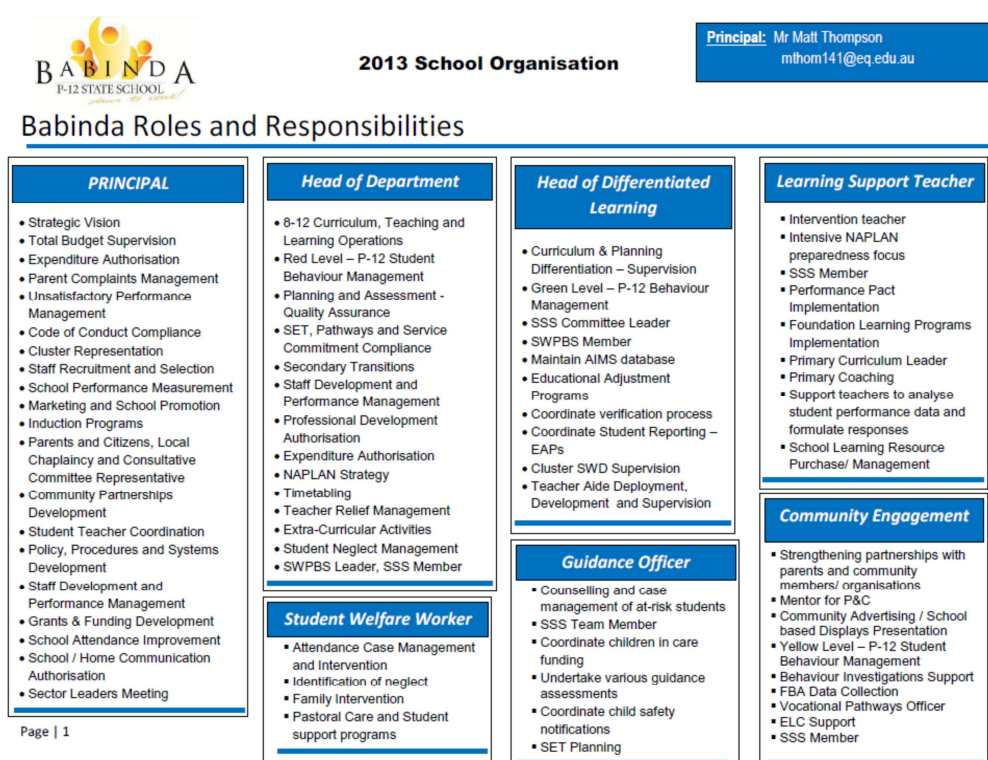
At Babinda P-12 State School we believe that a strong and vibrant school makes for a strong and vibrant community. With this goal in mind we have worked together to develop a community pact. This pact connects to our performance pact and exists between the businesses in the Babinda Township and our school. Essentially in our town we support each other, we believe in and encourage our kids to reach their potential and we work together to see as many employed as possible. See our partnership agreement for further information.

A central pillar of this community pact is the reward for performance promoted through community cash and business based promotions. Additionally is our agreement to ensure that businesses support students going to school **by not serving school aged students in school time without an adult or a school pass.**

Every School Day Counts		
So our Business	Does Not Serve School Aged Students	In School time Without an Adult
A Local Business - Supporting Local Schools and Local Families		

CLARIFY AND STREAMLINE CORE JOB TASKS

The following describes the connections between roles and core job tasks and includes line management structures.



Classroom Teacher Role Description(Generic) – Linked to The Babinda Way

Planned and Prepared & Explicit and Direct Instruction

- Plan, prepare and deliver quality and effective teaching and learning programs which are consistent with the "Professional Standards for Teachers"; as well as relevant syllabi, curriculum policies, work programs and educational trends

Improvement Tools – Explicit Teaching Model and Explicit Observation Checklist, Coaching and feedback, Planning for Learning Interview, Direct Instruction Programs, Differentiation Menu, 5 Weekly Data Profile

Positive Behaviour and Support

- Support students through interaction with them in a variety of settings and through the active development of supportive learning environments and effective behaviour management practices.
- Provide for the physical, social, cultural and emotional well-being and physical safety of students whilst at school and enhance their overall development towards effective citizenship and responsible adulthood through participation in timetabled, non-timetabled and planned extra curricula activities.

Improvement Tools – Behaviour Management Plans, Profiling, Student Relationship Surveys, Differentiation Menu, SSS Team, SWPBS Team

Committed to Excellence

- Assess students (diagnostic, formative and summative) for developmental, feedback and reporting purposes. Maintain student records and samples of work and report on student performance to students, parents, the Department and other stakeholders as required.
- Participate in the collaborative development and evaluation of curriculum (the sum total of all learning experiences) and regularly monitor, through observation and evaluation, the effectiveness of the learning/teaching program.
- Contributing to and assisting with the management and further development of personnel, financial, information and technology, assets and facilities resources of the school to ensure their optimum use in meeting educational and Departmental objectives.

Improvement Tools – Data Profile, Developing Performance Framework, Moderation, Cost Centre leadership, Goal setting and Babinda Performance Pact

Connected to our Community

- Establish and maintain appropriate interpersonal relationships between the school and community particularly in regard to the ethical obligations outlined in the Department's 'Code of Conduct'.
- Participate as appropriate, in school decision making processes and professional development activities.

Improvement Tools – Data Profile, Developing Performance Framework, Moderation, Cost Centre leadership, Goal setting and Babinda Performance Pact, 3 way Interviews

Continual Learning

- Maintain teaching competency and currency of knowledge of relevant curriculum programs as required by the Department, school or other relevant statutory authorities.

Improvement Tools – Explicit Teaching Model and Explicit Observation Checklist, Coaching and feedback, Planning for Learning Interview, Moderation, Direct Instruction Programs, Differentiation Menu, Data Profile, QSA panel work, Professional Development, Induction program.

Babinda P-12 Coaching/ Supervision Matrix

DPF Supervision Coaching	Matt Thompson	Mark Stubbs	Karen Nixon
Alison Reddicliffe	Caitlin Cowper Kristine Erwood Bronwyn Watson		Paul Simmons All Classroom T/As
Karen Nixon	Georgina Ambrum		Michelle Messina All SWD T/As
Mark Stubbs	Gillian Raddatz Martin Lee Matt Gillam	Pauline Bell	Peter Atwell Sarah Lethbridge Sam Zammataro
Matt Thompson	Mark Stubbs Karen Nixon Alison Reddicliffe	Amanda Rookwood Chris Savage Megan Dux	Julie Ward Sharon Murphy Deb Carrigan

TARGET SETTING AND BENCHMARK ACHIEVEMENT

At Babinda P-12 we believe having high expectations and setting targets leads to improved student achievement because classroom teachers and school leaders work together to:

- analyse evidence about student performance, using school-based, state and national data
- have a shared understanding of student data and have established targets for improvement
- monitor progress
- regularly review and refine strategies in response to student achievement
- have the support and resources they need to meet established targets
- engage parents in supporting the school's priorities, promoting shared expectations for student achievement, and celebrating success together.

In addition, to our student individual goal setting, we have established classroom and student targets based on our systems of internal diagnostic testing (although our AIP planning also contains targets based on NAPLAN testing—this does not inform the day to day work of teachers) that are both aspirational as well as achievable. Using our system of diagnostic assessments ensures that benchmarks are specific enough to ensure that student progress can be accurately tracked within teachers' regular classroom practice.

Triangulation for Assurity

Our benchmarks and standards are developed to try to drive for higher standards and so that triangulation and assurity of performance data can occur. Standards (A-E) are intended to roughly correlate to 5 levels of Benchmarks (Diamond 2 Year up, Platinum – Benchmark, Gold, Silver, Bronze), NAPLAN materials also occur in 5 bands above National minimum standard (NMS), NMS (band 1), 1 Band above NMS (band 2), 2 Bands Above NMS (Band 3), 3 Bands Above NMS (Band 4), 4 Bands above NMS (Band 5). Using 5 bands of measurement provides for a solid triangulation of foundation skills data.

Differentiation	Performance Triangulation		
Level 1	A	Diamond	4 Bands Above NMS – U2B
Level 2	B	Platinum Benchmark	3 Bands Above NMS – U2B
	C	Gold -	2 Bands Above NMS
Level 3	D	Silver	1 Band Above NMS
Level 4	E	Bronze	NMS and Below NMS
	N		

Monitoring improvement and celebrate success

Ongoing monitoring and assessment helps shape teaching and learning at Babinda P-12. Monitoring is part of regular classroom practice and is related to the teaching, assessing and reporting of the intended curriculum. Monitoring is not an additional, separate activity. We use a range of monitoring tools to gather reliable information to analyse student progress and achievement. These are designed to help teachers select the next steps to move the learner forward. We have set school-wide expectations regarding monitoring tools and procedures for recording, interpreting, using and storing information gathered. This enables student progress to be tracked across year levels.

Benchmark and Standards Table

Tools	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9
Age at Year End	5.5	6.5	7.5	8.5	9.5	10.5	11.5	12.5	13.5	14.5
Spelling										
*SAST Westwood South Aus. Spelling		6.5 yrs Score Form 1- 18 Form 2- 17	7.5 yrs Score Form 1- 25 Form 2- 26	8.5 yrs Score Form 1- 28 Form 2- 29	9.5 yrs Score Form 1- 33 Form 2- 35	10.5 yrs Score Form 1- 37 Form 2- 40	11.5 yrs Score Form 1- 42 Form 2- 45	12.5 yrs Score Form 1- 45 Form 2- 49	13.5 yrs Score Form 1- 48 Form 2- 53	14.5 yrs Score Form 1- 49 Form 2- 54
Spelling Mastery			Book B	Book C	Book D	Book E	Book F			
National NAPLAN Band				BAND 4		BAND 6		BAND 6/7		BAND7/8
Reading										
M100W Magic Words	First 100 words	First 200 words								
*PM Benchmark Tests (Nelson) <i>All with sound comprehension, reading habits and a reading accuracy of at least 95%</i>	Kit 1,2 & 3 Level 5	Kit 1,2 & 3 Level 15	Kit 1,2 & 3 Level 20	Kit 1 2 &3 Level 24	Kit 1, 2 & 3 Level 27	Kit 1, 2 & 3 Level 30				
National NAPLAN Band				BAND 4		BAND 6		BAND 6/7		BAND7/8
*PAT – R Comprehension (ACER)	Book P Stanine 4-6	Book 1 Stanine 4-6	Book 2 Stanine 4-6	Book 3 Stanine 4-6	Book 4 Stanine 4-6	Book 5 Stanine 4-6	Book 6 Stanine 4-6	Book 7 Stanine 4-6	Book 8 Stanine 4-6	Book 9 Stanine 4-6
National NAPLAN Band				BAND 4		BAND 6		BAND 6/7		BAND7/8
Numeracy										
*PAT – MATHS 3 rd Edition (ACER)	I Can do Maths Booklet A	I Can do Maths Booklet B Stanine 4-6	PAT-M Booklet A Stanine 4-6	PAT-M Booklet 1 Stanine 4-6	PAT-M Booklet 2 Stanine 4-6	PAT-M Booklet 3 Stanine 4-6	PAT-M Booklet 4 Stanine 4-6	Booklet 4 OR 5 Stanine 4-6	Booklet 6 Stanine 4-6	Booklet 7 Stanine 4-6
JEMM/EMM <i>Weekly Student Reviews - Student Success rate 85% accuracy required for effectiveness of program</i>			JEMM T 3-4	JEMM	JEMM	JEMM/EMM	EMM	EMM	EMM	EMM
National NAPLAN Band				BAND 4		BAND 6		BAND 6/7		BAND7/8

CONTINUAL LEARNING

Refinement

- **Innovation**
- "Projects for Excellence"

Lifting Expectations

- **Benchmarking Excellence**
- Data - Target Setting (goal posts)

Delivery

- **"Production Line"**
- Babinda Way

At Babinda P-12 we believe that the development of our school into a functional "learning organisation" is the most important strategy we can implement to continually improve the performance of our students and our school. To develop a "learning organisation", our school required a system to feedback and measure performance (See Babinda Performance Pact as well our school-wide pedagogy of best practice- the Babinda Way). These crucial core capabilities are necessary to continually learn from current performance.

As will be seen through this overview document, Babinda P-12 has aligned our support systems to what are our core job tasks/ competencies (see Babinda Way) to create a coherent system for data collection, analysis, and instruction that can be used to respond in a way that lifts performance.

Our team has a focus on promoting the continual improvement of the school through three stages.

- **Delivery** - where staff capacity is built to a level that demonstrates to a high standard the research based core competencies required through our "Babinda Way"
- **Lifting Expectations** – once capacity and embeddedness of the "Babinda Way" is strong across the school, the work of lifting expectations occurs and this involves continual increase of targets with a view to moving the standards to 2 year levels above the standard.
- **Refinement** – this is the level where staff professionalism and standards are so high that continual improvement only happens through innovation outside of the "Babinda Way" and then is shared across the staff to enhance practice.

Aligning the support measures to our core competencies "Babinda Way" has de-cluttered and prioritised our work, ensured compliance with Systemic Accountabilities and most importantly presents us with a Rich Portrait of how students and the school are progressing to spur actions and conversations about effectiveness.

A rich data portrait of students and staff ensures the school has the information readily available to reflect and respond to our performance. Fundamentally 3 modes of feedback are used to enhance the skills, knowledges and attitudes required and to spread this capacity across the school by the most effective means possible.

Through 3 modes of feedback we ensure that, at all times, our actions (pedagogical, administrative etc) can answer the following questions

Feed Up

- Where am I going? Planned / Shared
- Is the purpose clear? Buy in / Engagement
- Is there evidence of understanding? Formative assessments

Feed Back

- How am I going? Response to performance - Specific and Constructive
- What do I need? How can I build capacity to deliver

Feed Forward

- Where to next? Diagnosing, responding, modifying

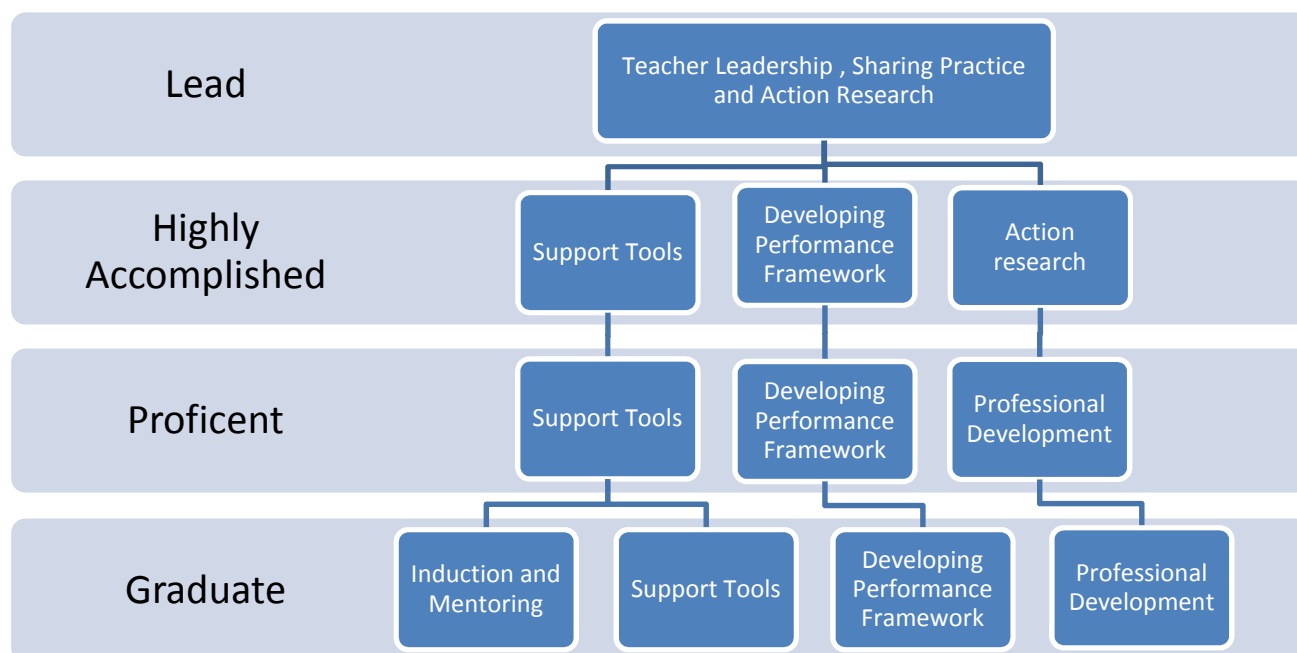


Feedback can have both a positive and negative impact, and for this reason our focus is on effective feedback with the aim for continual improvement not radical change. Feedback forms the basis of our student improvement agenda because as well as different modes it is utilised at several different relationship levels, these relationship levels being:

- Teacher /student level - through classroom feedback, 3 way interviews etc
- Teacher/ Teacher level - through coaching and mentoring and sector/year level meetings
- Administration / Teacher level - through developing performance framework, coaching and profiling, meetings, surveys, targeted professional development and classroom checklist audits

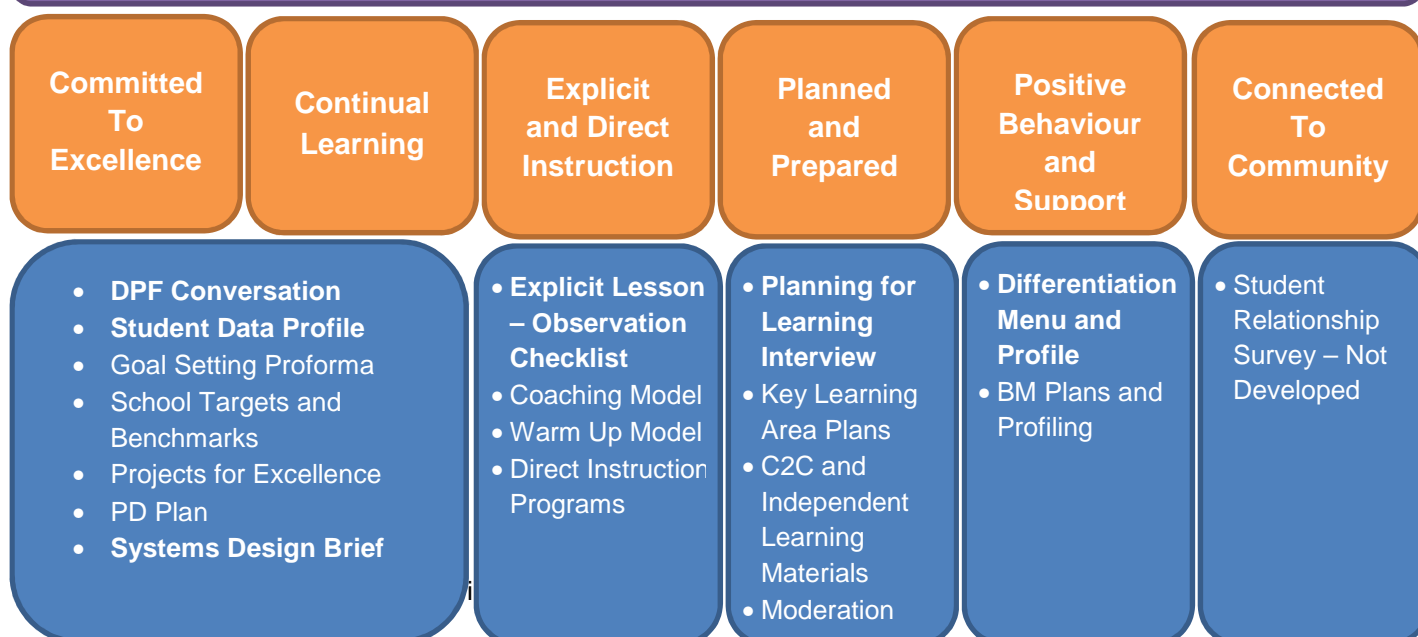
STAFF FEEDBACK AND CAPACITY BUILDING

The staff feedback and capacity building model demonstrates the many integrated ways in which our school continually strives to improve staff performance and consequently student performance. We strongly believe that the greatest impact on student learning is the content knowledge, pedagogical skills and relationships skills of the teachers and teacher aides within the classrooms. Therefore we relentlessly drive a continual improvement agenda through our feedback and capacity building model and support tools to move staff from graduate, through proficient, highly accomplished and into advanced. These ways of working are further explained below. The following support tools have been developed for use by staff and administration to provide:



- Clarity for our Babinda Way of working and
- To support the continual improvement of staff practice and capacity through clear feedback, goal setting and measurable achievement.
- An avenue to build teacher capacity to deliver high quality practice in an unconsciously competent way.

Professional Support Tools



BABINDA P-12SS Coaching Model

The diagram illustrates a coaching cycle centered around the **EXPLICIT TEACHING AGENDA**. The cycle consists of four stages connected by green curved arrows:

- OBSERVE** (top)
- FEEDBACK** (right)
- MODEL** (bottom)
- SHARE** (left)

Staff are welcome to use the snapshot tool in the following further ways to enhance their teaching performance also:

1. Self-Assessment
2. Peer Assessment

1. Teacher may be asked to provide a brief outline of lesson.
2. A lesson is observed and items are checked off as 'Developing' or 'Embedded'. N.B. We would not expect to see all listed items in any one lesson.
3. Coaching Interview occurs ASAP within 48 hours - Admin will ask these questions of you: What were the learning intentions of this lesson? How was this demonstrated? What were the strengths of the lesson/ part of lesson? Why? What will be the improvement focus for you? How can I help to support this?
4. Through this discussion and in response to staff reflection - feedback is provided by administration – both strengths and areas for improvement.

Across the school indicator achievement numbers are collected to provide a reflection tool for admin to determine school-wide embeddedness of the model.

The planning for learning Interview is a system to ensure:

- Proper preparedness and a deep understanding of the content, process and resource requirements for a unit of work.
- A shared understanding of assessment standards and to support idea development for teaching practice and resource requirements
- Development of staff competency in the planning for learning process
- Deepen awareness of support documents and resources
- A forum to support curriculum decision making

1. Teachers bring along their planning materials to the meeting
2. Teachers undertake a two way conversation with a colleague and work their way through the interview questions marking off on the checklist as areas are discussed.
3. Teachers support each other and share ideas throughout interview to ensure comparability of standards and quality of learning materials/practices.

 Babinda State School
Strive to Excel

General Capabilities			
Content is consistent with curriculum requirements for this year level.			
Students prior knowledge and capabilities are taken into account – Differentiation was effective			
Lessons are planned, fast paced & the purpose of the lesson is clear.			
Data is collected/used to evaluate whether the intended purpose of the lesson was effectively achieved			
Student Management			
<ul style="list-style-type: none"> Behaviour expectations defined and reinforced consistently Behaviour directions are handled calmly and promptly through the use of micro-skills (following a least intrusive to most intrusive approach) Students know the consequences of appropriate and inappropriate behaviour High expectations of bookwork presentation are apparent – High levels of neatness and accuracy in handwriting. Books neatly ruled and dated on per paragraph topic. Books free from smudges and graffiti. Classroom display is engaging and consistent with behaviour management or curriculum (Class rules, bookwork guidelines, SWPBS, Display includes high quality student work and assessment exemplars. 			
Observed:	By:	Date:	

Babinda P-12 Coaching Interview

1. What were the learning intentions of this lesson? How was this demonstrated?
2. What were the strengths of the lesson/ part of lesson? Why?
3. What will be the improvement focus for you?
4. How can I help to support this?

 Babinda State School
Strive to Excel

Name	Subject	Unit
Planning for Learning Process - Checklist		Evidences
Curriculum Intent (refer to flow chart) <i>Do I understand/ I have Ensured the rigor/ standard required from the:</i> <ul style="list-style-type: none"> - Context - unit outline - Curriculum Content - Consider the strand, sub-strands, content descriptions and the shaded section of the achievement standard <ul style="list-style-type: none"> • Refer to elaborations and Australian Curriculum glossaries if unsure. - Learning Expectations - See "teaching strategies and learning experiences" & "assessing student learning" of the unit plan (Approx. p. 9-11). <ol style="list-style-type: none"> 1. What Pre-Teaching will be required? Relevant prior curriculum required – Refer to Scope and Sequence Documents 2. Have I considered the varying levels of ability of my students and how will I differentiate to suit my class? <p><i>"If the decision is made to adapt the unit, these adaptations must be reflected in the assessment task, criteria & reporting – discuss with HOD"</i></p>		
Assessment <i>Do I have:</i> <ul style="list-style-type: none"> - an assessment task/s providing opportunities for students to demonstrate the age appropriate learning from the unit (Understanding and skills from the content descriptions & achievement standards & syllabus). - a range of assessment frameworks: (diagnostic, formative and summative - and with varying categories, techniques and conditions - task examples of "A standard" if applicable for assessment task) - a process for providing feedback to students - a folio of student assessment with a profile/mark book - to modify the assessment task to ensure evidence of learning – discuss with HOD <p><i>Assessment must reflect what has been taught.</i></p>		
Task sheets <i>Do I have a task sheet that:</i> describes the task <ul style="list-style-type: none"> - identifies the 'learning' that will be demonstrated - has concise checkpoints that indicate what students must do 'step by step' to meet the assessable intentions of the task - outlines necessary task requirements/provisions e.g. word length, time, calculator, teacher input, no. of lessons etc. 		
Making judgments <i>Do I have:</i> <ul style="list-style-type: none"> - criteria sheets/GTJM that: <ul style="list-style-type: none"> • ensures students have the knowledge & understanding of what are the 'valued features' and 'the quality of evidence/responses' that are required to meet the A-E descriptors. • are task specific (if applicable) and align to the achievement standard/content descriptions - (LASDS) <p><i>Has an overall on-balance judgment including making decision's based on:</i></p> <ul style="list-style-type: none"> - how the evidence in a folio of student work best matches the LASDs for the learning area - the consideration of the most recent evidence of achievement to take into account student progress (fulfillst & latest) 		
Quality Assurance <i>Has:</i> <ul style="list-style-type: none"> - Moderation occurred 		

Student Data Profile

Our experience has shown that the more regularly performance is assessed, the more regularly teachers are informed about what students need to know or do next. The more informed a teacher has about their students, the more efficient and effective their planning and teaching.

One Data Set Many Uses

Our school utilises primary information known as internal monitoring to drive our information strategy. As mentioned in our Babinda Performance Pact we believe student performance data is central to our continual improvement agenda. Data collection is time consuming though and the time spent in collecting it needs to be productive and effective for teachers. We believe, therefore performance data must both come out of and inform a teacher's core job tasks as well as be used multiple times for a range of school process or "performance levers" to enhance the work of our school

To the right is a model that demonstrates the various ways in which data out of core job tasks is used to enhance our schools organisation and performance. We call this our Performance Levers Model.

Within this model the data is used in three broad ways to:

- Organises and Develops
- Provide managerial controls
- Inform and prescribe the levels of planning



DPF Conversations

At Babinda P-12 State School we value lifelong learning and continual professional improvement. In line with Education Queensland's - Developing Performance Framework the school is utilising a process for developing staff and administration performance. This program aims to promote and maintain a positive workplace culture based on quality conversations about work related practice and performance. This strategy involves teachers and administration clarifying their work priorities, discussing career aspirations and planning for support and professional development to continue to build each other's capabilities.

Education Queensland and the Queensland Teachers' Union agree that the Standards provide the ideal platform for teachers to identify their individual goals and drive their continued professional development. Administration will use the Leadership Matters framework as a basis for clarifying capability goals.

The process produces a Staff individual Development Plan - Which has three main areas for improvement

- School Work Goal - This goal always relates to improvements around the student performance data inherent in a classes data profile or for non-classroom staff enhancing core job tasks towards greater efficiency.
- Personal Work Goal - This goal relates to improvements in core job tasks that the staff member feels would build their capacity as a team member
- Long Term Career Goal - This goal provides direction for a members career aspirations and building their capacity to achieve this vision. This goal may relate to school areas or future areas through e.g. promotion

Please Note: The Developing Performance framework is NOT about managing unsatisfactory performance but clarifying priorities and building teacher and administration capacity.

There are four phases of the Developing Performance Framework and these outlined below.

PHASE 1 - CLARIFYING EXPECTATIONS AND WORK FOCUS	PHASE 2 - REACHING AN AGREEMENT	PHASE 3 - PERFORMING AND ONGOING SUPPORT	PHASE 4 - REVIEWING PROGRESS AND IMPROVING PERFORMANCE
<p>Topics for discussion</p> <ul style="list-style-type: none"> Values and Beliefs Work Priorities Interrogate data Aspirations Self-assessed goal setting Support and professional development needs <p>Documents to utilise</p> <ul style="list-style-type: none"> Strengths Audit 2 way conversations Professional Standards for Teachers Teacher Skills Audit Teacher Aide Skills Audit 	<p>Topics for discussion</p> <ul style="list-style-type: none"> Key Work Tasks Support and Professional Development Career Goals <p>Documents to utilise</p> <ul style="list-style-type: none"> Staff Goal Setting and Professional Development Plans PD Forms 	<p>Topics for discussion</p> <ul style="list-style-type: none"> Progress with: Key Work Tasks Career Goals Capabilities Development Feedback Support New or competing issues 	<p>Topics for discussion</p> <ul style="list-style-type: none"> Work tasks completed What did I learn from this? Strengths and how can I build? Areas for further focus Further support and development

BM Plans and Profiling

See responsible behaviour plan for students

Behaviour Management Plan

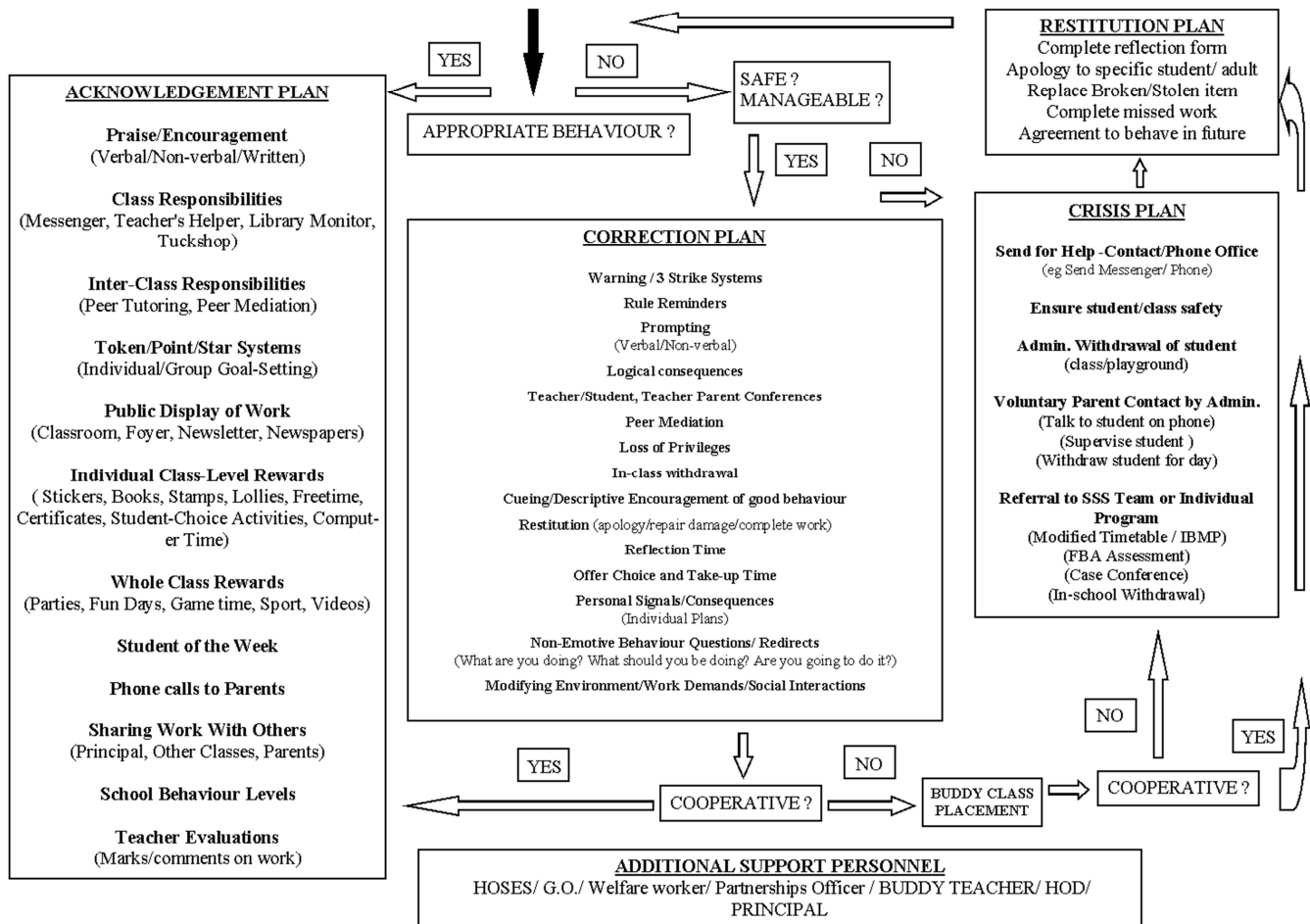
A requirement of all staff at Babinda P-12 SS is that they have developed, display and follow a classroom behaviour management plan. Such plans should include practices to ensure coverage and understanding of the following essential elements of effective student management:

- Building Strong Relationships**
- Proactive Strategies** - encourage and learn appropriate behavior
- Reactive Strategies** - Less to more Intrusive Responses
- Reactive Strategies** - Managing Crisis Level Behaviour and de-escalation
- Restitution practices** – to repair relationships and re-establish expectations
- Supportive Strategies** – such as individualised approaches to students based on data e.g. Functional Behaviour Assessment
- Referral to additional Support** - Students requiring case management can be referred to our Student Support Services Team for support/actions to do with:
 - Behavioural issues
 - Emotional considerations
 - Learning needs
 - Social skill needs

Further ways to improve your behaviour management skills provided by the school are:

- Essential Classroom Management Skills Training**
- Classroom Profiling** - specialised data collation and feedback on utilisation of essential classroom management skills by independent observer
- See Coaching model** – as part of general feedback

DECISION MAKING MODEL TO UNDERPIN STUDENT MANAGEMENT



Differentiation Menu

At Babinda P-12 State School through the use of our differentiation menu - teaching and learning adjustments are supported and recorded on the Differentiation Framework and attached to each unit of work for all classes.

For students with significant Special Educational Support Requirements (SERs) adjustments are additionally recorded in Individual Curriculum access Plans and Individual Learning and Assessment Records which can be viewed on One School student profiles.

The Differentiation menu is an improvement system used to ensure:

- Proper preparedness and a deep understanding of the content, process, assessment product and learning environment requirements necessary to support students with diverse learning needs through units of work.
- Development of staff competency in the differentiated teaching and learning process

Process:

1. Teachers utilise a range of data sources to gauge student readiness level, learning styles, interests and personal goals to create a classroom learner profile.
2. Utilising the classroom profile page of the differentiation framework, combined with their knowledge of the curriculum intent, teachers then design group curriculum goals as well as educational adjustments through the differentiation menu of modifications - content, process, product and environment.
3. Completed differentiation plan is attached to planning documentation and undertaken as part of teaching and learning process.

Student Relationships Survey

To be developed

Based on research by Hattie: Visible learning 2012

TEACHER LEADERSHIP AND ACTION RESEARCH TOOLS

Projects for Excellence

At Babinda P-12 we continually drive for efficiency and strive to ensure the optimal use of human, financial, physical and technological resources by being innovative in our resource allocation. Our “projects for excellence” is one way in which we use relevant evidence to promote and improve performance, inform and direct new initiatives and to evaluate and reflect on progress towards goals.

“Projects for Excellence” are where teachers scope out and apply to have action research based projects funded. These projects may be for the purchase of innovative technologies or classroom resources that are used as a trial to gauge their impact on student performance. Further this budget might fund or part fund further study for teachers at a recognised higher education facility towards research that enhances performance at our school. All “projects” must be based on verifiable improvement data and goal setting.

Systems Design Brief

The systems design brief is a leadership improvement tool developed to support the creation of well thought out school wide systems of improvement and change. The tool follows a systems design process and develops a “green paper” that clarifies thinking and viewpoints for leaders. The below process is followed.

Process:

1. Administration member or staff member identifies area for improvement that requires a better system of practice
2. Member/ team then completes a design brief proforma investigating and determining:
 - a. Purpose
 - b. Underlying theories
 - c. Quality – Success Criteria
 - d. Quantity - 1. How is it measured? 2. Who/ What does it affect? 3. How is it relevant to improving results?
 - e. Barriers to Success – What are the potential obstacles to this change?
 - f. Links: How does this link to the school's vision?
 - g. Resources – Financial, Human, Physical, Time etc
 - h. When
 - i. Implementation plan – What are the main stages for implementation?:
3. Member/ team presents this “green paper” to admin for discussion - Adjustments are made and agreement/ non-agreement is reached.
4. System is implemented across school / school sector / faculty or directly through role adjustments.

PROFESSIONAL DEVELOPMENT

Professional development is designed and directed from identified individual student and teacher weaknesses and analysis and evaluation of performance trend data from core job tasks.

For teaching staff (teachers and teacher aides) pedagogical and theoretical development occurs in the following ways:

- whole of segment or school development occurs through a school wide evaluation of performance and tailored seminar development and through strategic use of external sources
- Individual development occurs as part of the DPF discussions and IDP planning that staff undertake.

Teachers are expected to work through informal collegial networks to develop and share their own practices. Further sharing occurs through sector, faculty, sector leader team and whole staff sessions

For all staff professional development occurs in the following ways:

- Identification of areas for development and individual professional development occurs as part of the discussions that staff undertake with their supervisors and is funded through approval of the Principal or Head of Department.

For all new staff professional development occurs in the following ways:

- A rigorous but self-guided induction program that ensures staff are fully aware and compliant with the “Babinda Way” of working
- For new teaching staff - two colleagues will be allocated as induction support - 1 expert mentor whose role is to ensure that classroom practice is compliant with school wide expectations (discussed with admin) and 1 support mentor whose role is to support the improvement of classroom practice and ensure

compliance with school wide expectations and “fill in knowledge gaps” from school induction program (no discussions with admin).

PD PLAN

DEVELOPMENT PRIORITIES				
SYSTEMIC		SCHOOL	INDUCTION	LEADERSHIP
<ul style="list-style-type: none">• National Curriculum• United in our Pursuit of Excellence• Success For All• One School• Asbestos Management• Pedagogical Framework• Parent and Community Engagement Framework• Developing Performance Framework		<ul style="list-style-type: none">• Babinda Way – Support Tools<ul style="list-style-type: none">– Coaching & CWT– Planning Interview– Differentiation• John Fleming Network• NAPLAN• Warm Up Model• Review• Relationships• ICT	<ul style="list-style-type: none">• Induction checklist• Code of Conduct• Student Protection• Right to Information• Behaviour Management	<ul style="list-style-type: none">• Business Meetings• Systems Leadership• Breakthrough Organisation• Future Leaders• Action research
STAFF MEETING ORGANISATION				
	TERM 1	TERM 2	TERM 3	TERM 4
Wk1	- Annual Improvement Agenda	- Planning Interview	- Planning Interview	- Planning Interview
Wk2	- Planning Interview - Coaching & CWT	- Sector Meeting - Induction Code of Conduct - Coaching & CWT	- Sector Meeting - Coaching & CWT	- Sector Meeting - Coaching & CWT
Wk3	- SFD– Explicit Teaching & Curriculum - Coaching & CWT	- SFD– Explicit Teaching & Curriculum - Induction BM & Profiling - Coaching & CWT	- SFD - Resuscitation Training - Coaching & CWT	- SFD– Explicit Teaching & Curriculum - Coaching & CWT
Wk4	- NAPLAN Strategy -	- Parent and Community Engagement	- Parent and Community Engagement	- DPF -
Wk5	- Planning Interview	- Planning Interview +Report Comments - Induction BM & Profiling	- Planning Interview	- Moderation
Wk6	- Sector Meeting - Coaching & CWT	- Moderation	- Moderation - Coaching & CWT	- Presentation Night - Coaching & CWT
Wk7	- SFD - Explicit Teaching & Curriculum - Coaching & CWT	- SFD - Explicit Teaching & Curriculum - Induction BM & Profiling - Coaching & CWT	- SFD - Explicit Teaching & Curriculum - Coaching & CWT	- SFD - Explicit Teaching & Curriculum - Coaching & CWT
Wk8	- Goal Setting – 3 way interviews	- Sector Meeting	- Sector Meeting	- Sector Meeting
Wk9	- DPF	- DPF	- DPF	- Annual review
Wk10	- Right To Information / Student Protection/ EPPR	- Asbestos Management	- Goal Setting – 3 way interviews	- No Meeting

INDUCTION PROGRAM FOR NEW STAFF

INDUCTION CHECKLIST

Please bring this document and your Prospectus to each meeting. You will collect a variety of documents that you should keep in your file. As a record of accountability, each session needs to be signed off by the particular officer at its completion. It becomes your responsibility to present the document for signing.

Beginning Procedures Tracy Harwood	Introduce new employee to fellow staff and other key contacts (P) Organise badge Complete paperwork <ul style="list-style-type: none"> ▪ New Hire Form ▪ Commencement Advice ▪ Staff Information Form ▪ Tax Declaration Form ▪ EEO Census Form Provide: <ul style="list-style-type: none"> ▪ School map ▪ Staff list ▪ Mentor teacher (P) ▪ Timetable 	Paperwork signed off on: / / By: _____ (Signature)
Introduction to Babinda P-12 State School Principal	Discussion topics will include: <ul style="list-style-type: none"> • <u>The Babinda Way:</u> <ul style="list-style-type: none"> ❖ School Culture ❖ School vision ❖ Expectations – See School Curriculum Assessment and Reporting Overview also ❖ School Management Structures ❖ School Priorities 	Induction segment completed on: / / Inducted by: _____ (Signature)
Mandatory Induction Modules Principal	<ul style="list-style-type: none"> • Code of Conduct • Student Protection • Right to Information • EPPR • Managing Student Behaviour • Asbestos Management 	Induction segment completed on: / / Induction segment completed on: / / Induction segment completed on: / / Induction segment completed on: / / Induction segment completed on: / / Inducted by: _____ (Signature)
Policy and Procedures Tracy Harwood	Discussion topics will include: <ul style="list-style-type: none"> • Leave Procedures • Absenteeism – staff • Absenteeism – students • Daily Communication • Evacuation / Lock Down Procedures • Playground Duty Policy • First Aid Policy and Procedures 	Induction segment completed on: / / Inducted by: _____ (Signature)

	<ul style="list-style-type: none"> • Specialist timetables • Class rolls and codes • Early departures/late arrivals • Phone messages • Sick Room • Medication procedures • Visitor/volunteer Register • Student files • Parades and certificates • Newsletters and notices • Letters home • Parent / teacher evenings • Workplace Health & Safety • Who's who at the school? • Applying for Professional Development • Queensland Teacher's Union – Matt G 	
Finance and Facilities Denise Jones	Discussion topics will include: <ul style="list-style-type: none"> • Budget • Ordering • Reimbursements • Classroom Allocations • Cash Collection • Keys • Security • Maintenance • Asbestos Management • Cleaning issues • Laminating • Photocopying procedures • Parking • Newsletters 	Induction segment completed on: / / Inducted by: <hr/> (Signature)
Planned and Prepared		
Smart Classroom procedures. Smart Classroom Coordinator	Discussion topics will include <ul style="list-style-type: none"> • Smart Classrooms • Networks • Accounts • Classroom Computers • C4T Lap Tops • Use of Computer Lab • Policies & Legals • Introduction to the Intranet • Internet Use – teacher and students • Classroom Support • ICT Pedagogy • Technical Support 	Induction segment completed on: / / Inducted by: <hr/> (Signature)
Primary Curriculum (Primary Teachers) Support Teacher – Learning Difficulties	Discussion topics will include: <ul style="list-style-type: none"> • Curriculum Plan • Direct Instruction Programs • Maths Programs • English Programs • Handwriting Programs • Science Programs • Current Curriculum Priorities • Assessment Schedule – Data Tracking 	Induction segment completed on: / / Inducted by: <hr/> (Signature)

	<ul style="list-style-type: none"> • Guided Reading and Levelled Texts • Running Records • Unit planning (Karen) • Excursion Policy • Curriculum Risk Assessment • Assessment • Reporting to Parents/Interviews 	
Secondary Curriculum (Secondary Teachers) Head of Department	Discussion topics will include: <ul style="list-style-type: none"> • Curriculum Plan • Direct Instruction Programs • Work Programs • Current Curriculum Priorities • Assessment Schedule – Data Tracking • Unit planning • Excursion Policy • Curriculum Risk Assessment • Assessment • Reporting to Parents/Interviews 	Induction segment completed on: / / Inducted by: <hr/> (Signature)
Learning Support Support Teacher – Learning Difficulties	<ul style="list-style-type: none"> • Role of Support Teacher: L.D. and Intervention. • Teacher Aide timetables • Learning Intervention programs • Student Support Services Committee • Role of Support Programs 	Induction segment completed on: / / Inducted by: <hr/> (Signature)
School-Wide Positive Behaviour Support HODL	<ul style="list-style-type: none"> • Responsible Behaviour Plan - SWPBS • SWPBS Committee • Classroom Behaviour Planning • Stepwise approach to managing classroom behaviour • Rewards and consequences • Profiling and Essential Skills 	Induction segment completed on: / / Inducted by: <hr/> (Signature)
Special Education Program HODL	<ul style="list-style-type: none"> • Role of HODL • Role of Support Teacher/s SEP • Role of SEP Teacher Aides • Timetables • IEPs • Adjustments • Record Keeping • Special Needs Policy and referral process • Differentiation 	Induction segment completed on: / / Inducted by: <hr/> (Signature)
Resource Centre Procedures Librarian	Discussion topics will include: <ul style="list-style-type: none"> • Resource Centre procedures • Syllabus documents and School – based documents • Teacher Reference Collection • Circulation (borrowing & returning) • Dewey Decimal System 	Induction segment completed on: / / Inducted by: <hr/> (Signature)
Alignment of Planning Documents Support Teacher – Learning Difficulties	Discussion topics will include: <ul style="list-style-type: none"> • Literacy & Numeracy program – Literacy block • Numeracy block • Timetabling • Data to inform planning • Integrated studies unit, 	Induction segment completed on: / / Inducted by: <hr/> (Signature)

	assessment & evaluation <ul style="list-style-type: none"> Weekly/Unit Planning Coaching and Feedback <ul style="list-style-type: none"> ❖ Explicit Teaching Agenda 			
This induction strategy is designed to: <ul style="list-style-type: none"> Provide a genuine welcome; Introduce you to fellow employees; Provide a basis for future training; Give you an understanding of your specific role within the School Give you a broad understanding of the School and the DET and Develop positive perceptions about the School and the DET. 				
In answering the following questions, please consider how well the induction process you were involved in met these aims. Your feedback will assist in improving both the content of the induction services you were offered and also how we facilitate this process to ensure you have a successful orientation to Human Resources in DET				
Please rate the top 6 Questions using the following scale. Space has been made available for additional comments or suggestions.				
4 – Very satisfied/Exceeded expectations 3 – Satisfied/Met expectations 2 – Dissatisfied/Failed to meet expectations 1 – Very dissatisfied/Fell well below expectations				
	(Good.....Bad)			
	4	3	2	1
Quantity & Quality of information provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of the information to your new role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The opportunities for you to meet others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The level and quality of your Buddy/Manger/Team Leader involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most Useful Session (Why)				
Least Useful Session (Why)				
Anything you would like added to the Induction Strategy (Why)				
Anything you would like deleted from the Induction Strategy (Why)				

Final meeting Within 3 months of commencing in Principal's Office	Purpose of this meeting is to: <ul style="list-style-type: none"> Ensure you have completed your induction program and arrange catch ups where necessary Discuss any questions you may have following this induction program. Answer the question of where to from here? 	The Babinda State School's Induction Program completed on: / / Principal's Signature <hr/>
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EXPLICIT AND DIRECT INSTRUCTION

TEACHING AT BABINDA

Continuous learning is expected of every student in every classroom. With explicit teaching, practice and effective feedback, every student can develop further knowledge and skills, and the understanding to apply these purposefully to challenging tasks. **Highly effective teachers** set high expectations, have a deep knowledge of the subjects they teach, ensure high performance by delivering targeted teaching and utilise continuous monitoring to ensure a rich understanding of the student as a person and a learner, they use feedback to ensure students know where and how to improve.

In other words, effective teachers at Babinda P-12 State School set high expectations for each student's learning and target teaching to students' levels of readiness and need. They identify what students already know and are able to do, and how this relates to the knowledge and skills to be learned. The teacher then 'reaches back' or forward to the point a particular student has attained, so as to scaffold further learning.

Effective teachers systematically and consistently challenge all students to think, by:

- using a range of questioning techniques to engage students in inquiry and deepen the thinking that occurs.
- leading them to make links between different aspects of their knowledge — to recognise connections and patterns
- holding substantive conversations
- developing all students' ability to manage and improve their own learning.

An Extract below from Geoff N Masters, A shared challenge: Improving literacy, numeracy and science learning in Queensland primary schools, Australian Council for Educational Research, April 2009, p. 5. Further clarifies these important aspects.

High Expectations

Highly effective teachers create classroom environments in which all students are expected to learn successfully. They set high expectations for student learning and create orderly classrooms in which students feel safe and supported to learn. They are driven by a belief that, although individuals are at different stages in their learning, every student is capable of learning and making progress beyond their current level of attainment if motivated and given appropriate learning opportunities and support. Highly effective teachers understand the importance of developing students' own beliefs in their abilities to learn successfully, and work to promote students' understandings of the relationship between effort and success.

As part of this process, highly effective teachers make clear what students are expected to learn. They communicate clear and high expectations of individual students and are clear about the standards expected of students in each grade of school. They set learning goals for individuals couched in terms of the knowledge, skills and understandings that they are expected to develop (not simply in terms of classroom activities to be completed). They set high expectations for individual progress and are focused on ensuring that all students achieve grade-level proficiency in foundational skills such as reading, writing and numeracy.

Deep knowledge

Highly effective teachers have a deep understanding of the subjects they teach. These teachers have studied the content they teach in considerably greater depth than the level at which they currently teach and they have high levels of confidence in the subjects they teach. Their deep content knowledge allows them to focus on teaching underlying methods, concepts, principles and big ideas in a subject, rather than on factual and procedural knowledge alone.

Highly effective teachers not only have deep knowledge of the subjects they teach, they also have deep understandings of how students learn those subjects (i.e. pedagogical content knowledge). They understand how learning typically progresses in a subject: for example, the skills and understandings that are pre-requisites for progress, and common paths of student learning. They are familiar with the kinds of learning difficulties that some students experience and with appropriate interventions and available professional support for those difficulties. And they are aware of common student misunderstandings and errors, and know how to diagnose and address obstacles to further learning.

Targeted teaching

The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly. (Ausubel, 1968)

Highly effective teachers establish where students are up to in their learning. They understand the importance of first ascertaining students' current levels of knowledge, skill and understanding, and they see teaching not so much as the delivery of one-size-fits-all, grade-appropriate curriculum content to a classroom of students, as the design of learning opportunities tailored to students' current levels of readiness and need. They use 'starting point' assessments and diagnoses of individual difficulties and misunderstandings to design effective interventions and teaching.

Having established where students are up to in their learning, these teachers then direct their teaching to student needs and readiness. They maximise student engagement — and hence learning — by differentiating teaching according to student needs (i.e. not teaching to the middle of the class, but personalising teaching and learning as required). They use evidence-based teaching methods (such as direct instruction) that are known to be effective in promoting student learning and they use intrinsic factors (such as curiosity) to engage students and to motivate learning. Highly effective teachers work to ensure that all students are appropriately engaged, challenged and extended, including high-achieving students who already are working well beyond grade expectations.

Continuous monitoring

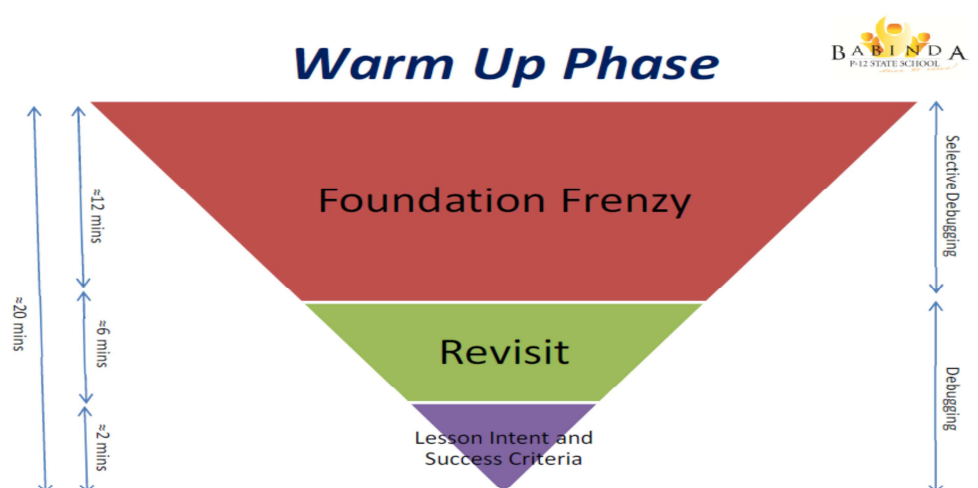
A consistent and strong research finding is that highly effective teachers provide continuous feedback to learning. They continually monitor the progress of individual students and provide feedback to support further learning. The provision of feedback is a key to effective classroom teaching. Highly effective teachers provide feedback in forms that guide student action and provide encouragement that further progress is possible with further effort. They assist students and parents to see and to monitor individual progress over time — including across the years of school — and they provide feedback to parents on what they can do to support their children's learning.

EXPLICIT TEACHING MODEL



At Babinda P-12 SS **all** focused teaching lessons should follow the format of our **Explicit Teaching model** as it is designed to provide the lesson organisation so that all elements of agreed school-wide pedagogy can be included. The **Warm up, I Do, We Do, You Do, Review** lesson also includes the use of elements such as: Varied Learning Styles, Information

Communication Technologies, Higher Order Thinking Skills and Questioning.



Foundation Frenzy - Activity Matrix

Visual	Aural	Oral	Written	Kinaesthetic	
Students see the words, numbers etc Diagrams and charts can be used as prompts	Students listen to the teacher and hear each other recite or reply	Students echo the teacher, say the answer or chant facts	Students write the answer down	Students are required to respond using movement or actions, or may manipulate hands on materials	
					Reciting - Echoing Facts
					Check for Understanding - Answering Basic Qs
					Applying Basic, Related, Extended Facts
					HOT - Recognising examples and non examples

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Warm Up Phase

Foundations Frenzy - Research demonstrates that the first 15 minutes of a lesson are where most information is retained. Therefore this is the ideal time to focus on a quick practice of core concepts - when students can regularly see and hear correct information. This section of the lesson should be fast paced to develop automaticity of core concept. By focusing on the attention/engagement level and pace we can extend the peak learning retention time for students. Debugging of core concepts can also happen at this stage. Research further show that repetition and a focus on automaticity decreases over time the number of repetitions required

Revisit, intent and success criteria- A less than 5 - 10 minute segment of the lesson that cues children into the purpose of the lesson and their prior knowledge, ensures the optimal attention level for learning and identifies a baseline of data for later use in evaluating effectiveness.

I DO Phase - A 10 – 20 minute segment of lesson where the teacher

Strategies	Methods			
Direct	Explicit Teaching	Intensive Teaching	Structured Overview	Memorisation and Practice
Indirect	Inquiry based learning	Inductive Learning	Problem Based Learning	Independent Learning
Interactive	Whole Class Discussion	Cooperative Learning	Peer Learning & Reciprocal Teaching	
Experiential	Field Experience	Simulations	Role Play	Process Drama

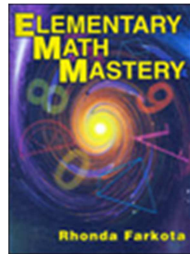
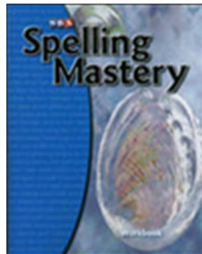
method.

We Do Phase - A 10 to 20 min segment of the lesson where the teacher having broken concepts and skills down into their parts, then as can be seen from the gradual release of responsibility model, the teacher supports the students to demonstrate their use through either I do and you help or you do and I help methods.

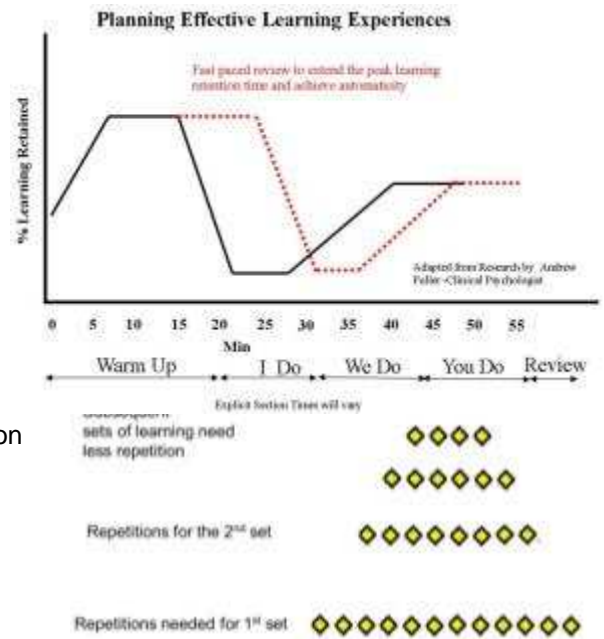
You Do Phase - A 10 – 20 minute lesson segment involving group, paired or independent work with the purpose of providing the space and time for students to: practice and consolidate their learnt skills and knowledge or independently demonstrate what they know and can do (formative/ summative assessment). Whilst at the same time, providing the teacher with the ability to undertake guided lessons or conferences to give targeted intervention that supports and extends student learning or with the ability to undertake student assessments e.g. PM benchmarking. Students should be trained to work independently of teacher instruction – one effective model to ensure this is to use mixed ability grouping/s or peer coaches.

Review - A 5 min lesson conclusion segment where students reflect on: What they learnt? How they learnt? What generalisations can be made? Where their learning needs to go from here? Data is also collected/used by the teacher to evaluate whether the intended purpose of the lesson was effectively achieved.

FOUNDATION LEARNING PROGRAMS



Literacy and numeracy are the foundation stones of learning at Babinda P-12 State School. One of the strengths of our curriculum programs and a factor contributing to why our students achieve such high marks, is that in the primary school all students take part in daily, rigorous, fast paced



explains and demonstrates the new knowledge

and skills that are the purpose of the lesson. Questioning and observation are used to ensure understanding and to develop the new knowledge. An explicit lesson develops the children's learning through the teacher breaking concepts and skills down into their parts and then modelling or demonstrating their use. As can be seen from the table the explicit part of the lesson is a direct teaching

The Optimal Learning Model The Gradual Release of Responsibility

Demonstration	Shared Demonstration	Guided Practice	Independent Practice
<p>Little/No Control</p> <p>High Support</p> <p>Level of TEACHER Support</p> <p>I DO YOU WATCH</p>	<p>Low Control</p> <p>Moderate Support</p> <p>I DO YOU HELP</p>	<p>Moderate Control</p> <p>Low Support</p> <p>YOU DO I HELP</p>	<p>Level of LEARNER Control</p> <p>High Control</p> <p>Little/No Support</p> <p>YOU DO I WATCH</p>

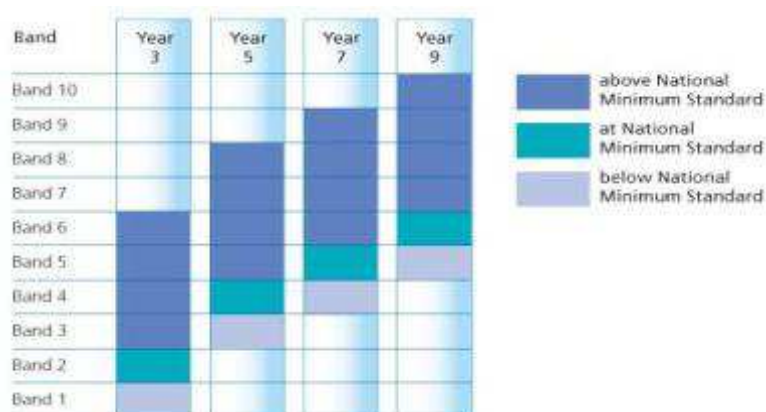
practice of the fundamentals through high quality foundation learning programs.

Teachers are expected to implement these professional, research based and ability levelled programs with the support of teacher aides.

The purpose of these programs is to reinforce the core concepts and skills of literacy and numeracy in such a way that children build their knowledge to mastery and automaticity. By focussing on this we ensure that in the later years of schooling students find learning easier, progress faster and have more confidence than the vast majority of their peers.

NAPLAN STRATEGY

Our NAPLAN Strategy focuses first and foremost on providing students with high quality teaching and learning every day and a rigorous program of curriculum. To ensure students achieve the best results we couple this with a preparation strategy to ensure students have the best chance of demonstrating their knowledge and skills. This section will provide a brief overview of our preparation strategy but greater detail is available through our NAPLAN preparation plan.



Goal Setting

At Babinda P-12 SS we believe improved student performance and results will occur by revising and revisiting work across the NAPLAN strands with a focus on goal setting through score achievement to increase overall personal band level achievement. Additionally school targets can be identified through this process as well as through reflection on regional targets.

Daily Consolidation

Maintaining daily consolidation and practice of foundation skills is essential to maximise student and school results. More able students can use NAPLAN preparation to fine tune their knowledge and skills in the Upper 2 Bands while for other students, consolidation and practice will be ideal to refresh knowledge and reacquaint students with the multiple ways to apply their knowledge.

Ongoing rehearsal for NAPLAN should be happening in-

- Mathematics - Daily number facts practice, revision of operations with particular attention to money and mental maths. Practice examples available in the FNQ EdStudio.
- Grammar/Punctuation- review sentence structure and patterns, punctuation conventions.
- Spelling- Review spelling rules, high frequency words and commonly misspelt words. Include spelling demons and dictation activities.
- Writing- Daily writing on demand. Provide persuasive text sentence starters and key words. Use paragraph templates, write in paragraphs. Use the criteria in the persuasive text marking guide to familiarise students with the more weighted descriptors.
- Reading- Teach all text types and their purpose- particularly non-fiction texts. Target the three comprehension levels, literal, inferential and evaluative (e.g. Cars and Stars), examine titles, pictures and diagrams to expand text understanding. Use previous NAPLAN texts for whole class shared reading.

Practice Testing

The Practice Tests on the ACARA NAPLAN site and past tests are recommended as worthwhile resources. Don't forget the FNQ NAPLAN preparation edstudio access key: S255102801, available to all staff. The purpose for revising NAPLAN tests is to familiarise students with the various test types. This then helps to improve their confidence.

Dedicated and Data Driven Focus NAPLAN Preparation Classes:

The school implements not only practice and focus within classes but provides additional support through specific NAPLAN preparation classes both in Primary and Secondary areas.

For Further Information – See NAPLAN Preparation Plan

Our NAPLAN Preparation Plan includes a number of further activities to support preparation from:

- 10 hot tips for teachers and 10 hot tips for students to get the best results.
- Test day organisation
- Challenges & Solutions: This is a collection of ideas that are good practice and will also help students and teachers prepare for NAPLAN testing. Hyperlinks lead to practical classroom resources.
- General test-taking skills
- Information for students about the purpose of the tests
- Reducing student anxiety strategies
- Specific Information about the Maths Test
- Specific information about multiple choice items

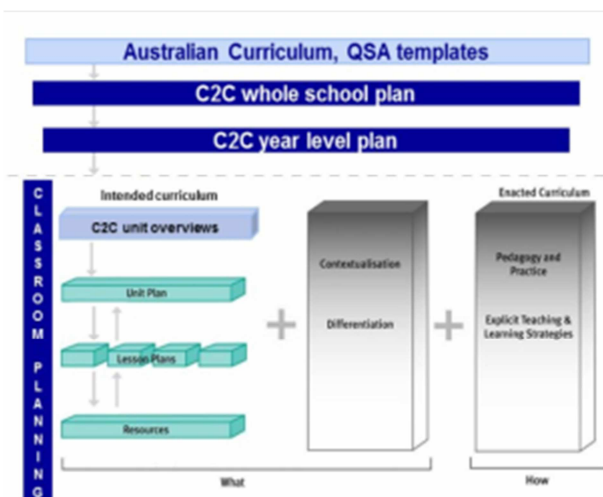
PLANNED AND PREPARED

Teachers at Babinda P-12 State School don't merely deliver curriculum, they develop it, define it and reinterpret it. At our school it is what teachers think, what teachers believe and what teachers do at the classroom level that ultimately shapes the kinds of learning that young people experience.

At Babinda P-12 State School our aim is to implement a curriculum that is:

- Based on the latest “Best Practice” research - Teachers at this school are expected to attend regular professional development, and undertake coaching to remain up to date with current research and methodologies.
- Forward Looking - Technology within the school is kept up to date and administration ensures that teachers meaningfully integrate technology within all subject areas.
- Relevant - We seek to make all study linked to the outside world and ensure students see our topics as purposeful.
- Dynamic - That the learning experiences the children receive are constantly being reviewed, refreshed and tailored to suit individual student needs. We believe exceptional teachers are in themselves lifelong learners constantly reflecting, improving both their practice and their content.
- Focussed on Outcomes - As educators we remain focussed on what the students need to know and be able to do with what they know.

IMPLEMENTING THE REQUIRED CURRICULUM



Babinda P-12 School's Curriculum is based upon the **Queensland Curriculum, Assessment and Reporting Framework and Roadmap**, as well as the **Australian Curriculum** and will be enacted through **Education Queensland's Curriculum into the Classroom resources**.

These curriculum policies set standards and help parents understand what their children need to know and be able to do, and how well they can do it. It defines the essential learnings to be taught from the Preparatory Year to Year 10 (enacted through our scoping and sequencing documents and tasks), supports teachers' everyday assessment practices, introduces state-wide assessments in the middle years, and provides easy-to-read reports for parents.

As a teacher it is important to understand the connections between these documents so that the teaching and learning

that occurs within our classrooms is properly placed within the 13 years of schooling that children undertake.

As teachers enact the curriculum into the classroom resources they are expected to keep track of what students do know and can do through our tracking tool so that they are the most informed to provide differentiation for students. In this way targeted intervention can be used to “catch up” students so that they can achieve their highest academic potential.

Curriculum into the Classroom (C2C)

The Curriculum into the classroom (C2C) is an Education Queensland initiative to help introduce the new curriculum in Queensland state schools, and includes English, Mathematics, Science and History for Prep to Year 10. Through the project, curriculum planning exemplars and a guide for making optimum use of them are made available through OneSchool.

Teaching and Learning Branch has provided a range of C2C resources for staff to utilise in their planning and implementation of the Australian Curriculum. Resources for C2C can also be found on OnePortal. Unit plans, lesson overviews, and lesson plans for C2C units are available on OneSchool.

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.

Pre-service teachers can have access and use these resources but must be told that they are copyrighted and only for use in EQ schools.

GIVING PRIORITY TO LITERACY AND NUMERACY

Being numerate and literate is about having the disposition and the competence to use Mathematics and English to meet the general demands of life at home, in work, learning and for participation in community and civic life. It requires the capacity to identify and understand the role Mathematics and English plays in the world, to make thoughtful judgements and engage with Mathematics and English in ways that meet the needs of the individuals in their current and future lives.

At Babinda P-12 SS it is expected that literacy and numeracy learning should be evident across all key learning areas because every learning experience in every KLA is an opportunity for developing the literacy and numeracy skills of students. All teachers are responsible for maximising the literacy achievement of all their students by capitalising on these opportunities. For example see example genre use across KLAs

<i>Embedding Literacy and numeracy across all learning areas continued: EXAMPLE GENRE USE ACROSS KEY LEARNING AREAS</i>		
KLA & ASSESSABLE ELEMENTS	WRITTEN GENRE	CULTURAL & SOCIAL PURPOSE OF THIS GENRE
ARTS Responding	Personal response	Responds personally to a culturally significant work.
	Review	Assesses the appeal & value of a culturally significant work, providing some information about the text & evaluation.
	Interpretation	Interprets what a culturally significant work is trying to say, providing some evidence from the work to support the interpretation.
Reflecting	Critical response	Critiques a culturally significant work by analysing & making transparent the cultural values of the work, providing evidence to support the challenges the response makes.
ENGLISH Knowledge & understanding	Story genres Narrative & traditional stories Personal recount	Entertains as well as instructs the reader or listener about cultural values. Records chronologically a series of past personal events in order to entertain, & to form & build on relationships.
	Interpreting texts	
	Factual genres Description Biographical recount Explanation Expository argument discussion	Describes some of the features of particular people, places or things. Relates chronologically a series of past events in order to inform. Explains how & why processes occur in our social & physical worlds. Presents arguments on an issue. Presents the case for more than one point of view about an issue.
	Constructing texts	
	Appreciating texts	
Reflecting	Response genres Personal Review Interpretation Critical	Responds to a culturally significant work through making judgments & justifying opinions that draw on personal knowledges, experiences & direct references to the texts. To assess the appeal & value of a culturally significant work, providing some information about the text & evaluation of the ideas, information & language elements included. Interprets what a culturally significant work is trying to say, providing some evidence from the work to support the interpretation. Critiques a culturally significant work by analysing & making transparent the cultural values of the work, providing evidence (through analysis of language choices that position readers/viewers/listeners in particular ways for different purposes) to support the challenges the response makes.
HPE Knowledge & understanding	Factual genres Causal explanation	Explains the causal relationship between facts, concepts & procedures & health.
	Persuasive explanation	Presents different points of view related to health, physical activity & personal development to persuade the reader/listener to agree with a particular point of view.
Investigating	Procedural report	Provides a recount of the method undertaken in an investigation, as well as the results & the conclusions.
	Analytical report	Presents data, draw conclusions & make recommendations for action as a result of data collected for an investigation.
Planning	Procedure	Plans for investigations and/or action and/or to instruct someone to perform an action.
Implementing & applying	Factual recount	Reports on & recount sequentially, actions that have been taken to improve personal health & wellbeing and/or a social/community issue.
	Hortatory exposition	Presents an argument to persuade readers/listeners to take action.
Reflecting	Response genres Personal response	Responds personally to the process & outcomes of their investigations.
SCIENCE Knowledge & understanding	Factual genres Procedure Explanation Sequential Causal Theoretical Factorial consequential	Directs scientific investigation. Explains how events occur in order. Explains why something occurs. Explains events using a theoretical principle. Explains factors that led to an event. Explains the consequences that flow from or follow an event.
	Investigating	

Curriculum Assessment and Reporting Overview Document

Communicating Reflecting	Descriptive report Taxonomic report Exposition Discussion	Describes attributes/properties/behaviour etc. of an individual object or class of objects. Represents the relationships among a number of objects or classes of thing in a system of classification. Develops a defensible argument justifying an explanation or a position to persuade the reader. Presents evidence & argument for & against a position, often with the intention to assist the reader to reach a personal conclusion.
	Response genres Critical response	Critiques a culturally significant scientific work by analysing & making transparent the cultural values of the work, providing evidence to support the challenges the response makes.
SOSE Knowledge & understanding Investigating Communicating Participating Reflecting	Factual genres Information report	Provides accurate & relevant information about our living & non-living world.
	Description	Describes features of particular people, places, cultures or systems.
	Practical report	Provides a recount of the method undertaken in a practical (field study), as well as data analysis, results & conclusions (recommendations).
	Recount -factual -biographical -historical	Relates chronologically a series of past events about: Environments or systems An individual Historical events
	Historical account	Accounts for why events occurred during a particular time in history.
	Explanation -sequential -causal	Explains how & why processes occur in our social & physical worlds through: events that are connected chronologically events that are connected chronologically and causally as well.
	Expository -argument -discussion	Persuades the reader/listener to agree with a particular point of view. Presents the case for more than one point of view about an issue.
	Response genres Review	To assess the value of a culturally significant work providing some information about the text & evaluation. This may be historical, geographic, political, environmental or economic & draw on research, theory, data, historical film, document & editorials.
	Interpretation	Interprets what a culturally & historically significant work is trying to say, providing some evidence from the work to support the theory, hypothesis or interpretation.
	Critical response	Critiques historical, geographical, political, environmental or economic work by analysing the values of the work, providing evidence or data to support assertions or recommendations.
MATHEMATICS Knowledge & understanding Thinking & reasoning	Students require opportunities to draw on oral, written, visual concrete & multimodal resources to suit purposes & phase of learning.	Analyses situations to identify the key mathematical features & conditions, strategies & procedures that may be relevant in the generation of a solution.
Communicating	Factual genres Transactional	Achieves an outcome that requires mathematical reasoning (financial transactions).
	Description	Describes features of things mathematically (shape, area, volume).
	Explanation	Solves real life problems in response to mathematical questions (including graphs, tables & diagrams).
	Procedure	Achieves mastery of skills & processes (numeric, spatial, algebraic) that have application to real world contexts.
Reflecting	Response genres Personal response	Identifies the contribution of mathematics to a context, pose a question, apply new understandings & justify future applications.
	Critical response	Identifies other points of view relating to mathematics in their own & other people's lives.
TECHNOLOGY Knowledge & understanding Investigating & designing	Factual genre Explanation	Explains facts, concepts & procedures related to working technologically in an appropriate way with materials, information & systems (including diagrams)
	Procedural recount Analytical explanation	Provide a recount of the method undertaken to investigate the purpose, content, specifications & constraints for design ideas as well as results & conclusions. Presents data, draws conclusions & makes decisions/recommendations for design ideas.
Producing	Procedure	Plans for investigation and/or production of an artefact and/or how to use an artefact.
	Procedural recount	Recounts, in order, the purpose for a sequence of steps & results of artefact construction.
Evaluating Reflecting	Response genres Personal response	Reflects on the effectiveness of the process & product.
	Critical response	Critiques & evaluates by analysing the impacts of processes & products on people, their communities & environments & providing evidence to support the challenges the response makes.

TIME ALLOCATION FOR KEY LEARNING AREAS

P-3 Example KLA Time Allocations Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:00am	Safe Guard Program	Safe Guard Program	Safe Guard Program	Safe Guard Program	Safe Guard Program
9:00 – 10:00am	Balanced English Program - Reading	Balanced English Program - Reading	Balanced English Program - Reading	Balanced English Program - Reading	Parade / YCDI
10:00 – 11:00am	Balanced English Program - Writing	HPE - 45 min	Balanced English Program - Writing	Balanced English Program - Writing	Balanced English Program - Writing
11:00 – 11:15am	Healthy Eating Time	Healthy Eating Time	Healthy Eating Time	Healthy Eating Time	Healthy Eating Time
11:15 – 11:45am	1 st Break	1 st Break	1 st Break	1 st Break	1 st Break
11:45 – 12:45pm	Balanced Maths Program	Music – 45 min	Balanced Maths Program	Balanced Maths Program	Balanced Maths Program
12:45 – 1:15pm	Balanced Maths Program	Balanced Maths Program	Balanced Maths Program	Balanced Maths Program	Art
1:15 – 1:45pm	2 nd Break	2 nd Break	2 nd Break	2 nd Break	2 nd Break
1:45 – 2:00pm	Modelled Reading	Modelled Reading	Modelled Reading	Modelled Reading	Modelled Reading
2:00 – 3:00pm	SOSE/ History	Science	Technology	Science	SOSE/History
3:20 – 4:20pm	AASC - Sport	AASC - Sport			

4-7 Example KLA Time Allocations Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:00am	Safe Guard Program	Safe Guard Program	Safe Guard Program	Safe Guard Program	Safe Guard Program
9:00 – 10:00am	Balanced English Program - Reading	Balanced English Program - Reading	Balanced English Program - Reading	Balanced English Program - Reading	Parade/ YCDI
10:00 – 11:00am	Balanced English Program - Writing	HPE 45min	Balanced English Program - Writing	Balanced English Program - Writing	LOTE
11:00 – 11:15am	Healthy Eating Time	Healthy Eating Time	Healthy Eating Time	Healthy Eating Time	Healthy Eating Time
11:15 – 11:45am	1 st Break	1 st Break	1 st Break	1 st Break	1 st Break
11:45 – 12:45pm	Balanced Maths Program	Music 45min	Balanced Maths Program	Balanced Maths Program	Balanced English Program - Writing
12:45 – 1:15pm	Balanced Maths Program	Balanced Maths Program	Balanced Maths Program	LOTE	Balanced Maths Program
1:15 – 1:45pm	2 nd Break	2 nd Break	2 nd Break	2 nd Break	2 nd Break
1:45 – 2:00pm	Modelled Reading	Modelled Reading	Art/ Technology	Modelled Reading	Modelled Reading
2:00 – 3:00pm	SOSE/ History	Science	Art/ Technology	Science	SOSE/ History

3:20 – 4:20pm	AASC - Sport	AASC - Sport			
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8-10 Example KLA Time Allocations Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:55 – 9:05am	Form – Diary Program	Form – Parade	Form – Diary Program	Form – Diary Program	Form – Diary Program
9:05 – 10:05am	ENGLISH	SCIENCE	MATHEMATICS	MATHEMATICS	SCIENCE
10:05 – 11:05am	MATHEMATICS	ENGLISH	HISTORY/ SOSE	HISTORY/ SOSE	ENGLISH
11:05 – 11:30am	1 st Break	1 st Break	1 st Break	1 st Break	1 st Break
11:30 – 12:30pm	SCIENCE	MATHEMATICS	ENGLISH	ELECTIVE 2	HPE
12:30 – 1:20pm	ELECTIVE 1	JAPANESE/ CAREER ED	HPE	JAPANESE/ CAREER ED	ELECTIVE 1
1:20 – 2:10pm	2 nd Break	2 nd Break	2 nd Break	2 nd Break	2 nd Break
2:10 – 3:00pm	HISTORY/ SOSE	ELECTIVE 2	ELECTIVE 1	HPE	ELECTIVE 2

SUBJECT	P-3 EXAMPLE ALLOCATION	P-3 MANDATORY ALLOCATION	4-7 EXAMPLE ALLOCATION	4-7 MANDATORY ALLOCATION	8-10 EXAMPLE ALLOCATION	8-10 MANDATORY ALLOCATION
ENGLISH	9.25 Hours	7 Hours	9 Hours	6 Hours	4 Hours	3.5 Hours
MATHEMATICS	6 Hours	5 Hours	5.25 Hours	5 Hours	4 Hours	3.5 Hours
SCIENCE	2 Hours	1 – 1.75 Hrs	2 Hours	1.75 - 2.5 Hrs	3 Hours	2.5 - 3 Hours
HISTORY/SOSE	3 Hours	1- 2 Hours	3 Hours	2 – 2.5 Hours	3 Hours	2.5 Hours
HPE	45mins	2.5 Hours	0.75 Hours	2.5 Hours	3 Hours	
LOTE / CAREER ED*	0 Hours	0 Hours	1.5 Hours	1.5 Hours	2 Hours	2 Hours
ART- TECHNOLOGY / ELECTIVE 1	1.5	50mins*	1.25 Hours	50mins*	3 HRS	
MUSIC / ELECTIVE 2	0.75	30mins*	45mins	30mins*	3 HRS	

PHASES OF LEARNING

A core regional priority is the achievement of 100% of students leaving grade 12 with a real life outcome. Our Babinda Performance Pact is an example of one strategy that strives to reach this goal another is the key elements and values of our approaches within the sectors of our school (ETRF - Phases). Further to the success of a student's continuation in schooling is having a coherent organisation that ensures smooth transition through the phases and preparedness for high school and the consequent senior phase of learning.

PRIMARY PHASE

Our Primary school staff work as a co-operative team to ensure that the experiences and events being implemented on a daily basis are exciting, challenging and rewarding for the students. When planning units of work, the teachers have embraced an approach to teaching and learning that results in the curriculum content being driven by experiences across the Key Learning Areas of English, Mathematics, Science, Study of Society and Environment, Technology and the Arts. Such variation is managed through exciting 5 week long units that are unique each year.

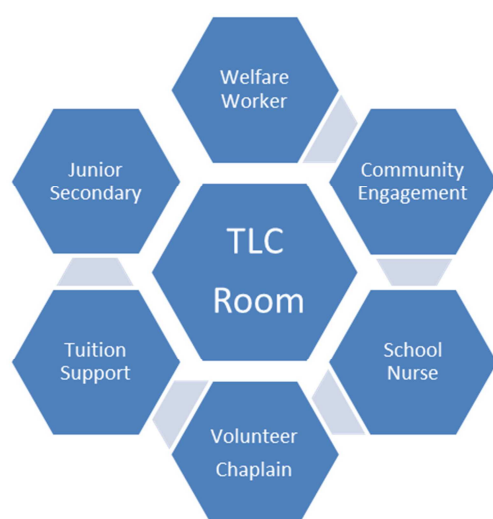
The use of Bloom's Taxonomy and the Multiple Intelligences are also incorporated into the classroom programs, which result in creative, stimulating, hands-on learning experiences for the students. Such an innovative approach to childhood education ensures that the teaching and learning experiences are implemented in meaningful, real life contexts for the children while catering for the needs, interests and abilities of every child on an individual level.

Co-curricular Programs

In addition to the core programs being implemented by each classroom teacher, the primary school students also have specialist lessons each week including, Health and Physical Education, Music and Japanese. Students also have access to the instrumental music program on campus and as selected undertake district, regional and state sporting opportunities. All lessons are taught by teachers who are specialists in each of these areas, thus students develop their skill base in these subject areas from a much younger age. Finally other visiting programs such as dance and drama compliment the school's curriculum.

JUNIOR SECONDARY PHASE

A fundamental support for students in the junior secondary phase is our Transition Learning Centre and the support team within.



SECONDARY PHASE

Our Secondary students complete a comprehensive and relevant curriculum. The academic component of our program are very highly prioritised and composed of both compulsory subjects and electives. The compulsory subjects comply with the Queensland Studies Authority guidelines and

BABINDA P-12 STATE SCHOOL - DRAFT 2013 SUBJECT GUIDE - PATHWAYS TO SUCCESS									
Trial Electives		Select Electives		Senior Preparation Subjects		Senior Pathways - VET or OP			
YEAR 8 SEM 1	YEAR 8 SEM 2	YEAR 9 SEM 1	YEAR 9 SEM 2	YEAR 10 SEM 1	YEAR 10 SEM 2	Delivered Via	YEAR 11/12 20 CREDIT POINTS - 2 YEARS		
English	English	English	English	English	English	Face to Face	English (OP) - 4 points	English Communication - 4 points	
Mathematics	Mathematics	Mathematics	Mathematics	Maths	Advanced Maths	Face to Face	Pre-Vocational Maths - 4 points	Maths A (OP) - 4 points	
						ELC	Maths B (OP) - 4 points	Maths C (OP) - 4 points	
Science	Science	Science	Science	Science	Science	Face to Face	Chemistry (OP) - 4 points	Physics (OP) - 4 points	
						ELC	Biology (OP) - 4 points	Modern History (OP) - 4 points	
History	Geography	History	Geography	History	History	Face to Face	Ancient History (Elective) - 4 points	Modern History (OP) - 4 points	
						ELC	Cert III - Sport and Recreation Studies (Ranking) - 8 points	PASS - Cert II Community Sport - 4 points	
Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	Face to Face	TAFESEC - Cert II Auto Engineering - 4 points	Cert III Children's Services (Ranking) 8 points	
						Face to Face	Cert III Business Admin (Ranking) 8 points	Cert II Beauty - 4 points	
Japanese (LOTE)	Literacy and Numeracy Enhancement	Human Relationships Education	Career Education - 1 Point			ELC	LOTE - (OP) - 4 points	Accounting (OP) - 4 points	
						Face to Face	Information Communication Technology - 4 points	Manufacturing - 4 points	
						ELC	Economics - (OP) - 4 points	Legal Studies - (OP) - 4 points	
						Face to Face	Visual Art / Dance / Music - (OP) - 4 points	Film and Television (OP) - 4 points	
						Face to Face	Graphics (OP) - 4 points	TAFESEC - Cert II Hospitality - 4 points	
						Face to Face	Cert II Beauty - 4 points	Marine and Aquatic Practices - 4 points	

include English and Mathematics. These two subjects in particular are allocated additional time compared to the other study areas within the curriculum due to their importance as a foundation for further learning.

For Secondary Enrolments you will find as part of the enrolment package our **Pathways to Success** document. This document outlines the wide array of electives and core subjects available for students to study. Broadly, our students in year 8 trial electives in their first semester and then they select electives to study for the next 2 years. Year 10 students in their final semester then select pre-senior subjects to ensure they are given the best head start into senior available.



Through years 11 and 12 students can select from a wide selection of face to face subjects or a vast array of on-line subjects offered through our Electronic Learning Centre (ELC). Our online subject choices supplement the **20 face to face senior subjects** offered by Babinda P-12 SS including **10 face to face OP/Ranking** subject choices. Vocational Education, **School Based Apprenticeships and Early Entry to University** are also further options available.

DIGITAL LEARNING – PATHWAYS TO POST-SCHOOLING SUCCESS

As mentioned above, in addition to the quality, on campus load of subjects that are available in senior for both OP and non-OP pathway students, the school provides as a supplement in our Electronic Learning Centre(ELC):

- Virtual subjects through the schools of distance education and
- Early Entry University subjects through universities across the state for eligible students.

Digital learning opportunities throughout our school provide both a vast array of pathways for students but more importantly the study and organisational skills necessary for university and post schooling study success, study which is heavily internet based and autonomous.

Skills to Learn Research

Research which supports the value of on-line learning skills is a study by the Australian Council of Educational Researchers which found that around 1 in 7 students never finished their degrees mostly due to an inability to cope with the required work load and study habits of university life. Habits like on-line learning, time management and goal setting, habits which are well and truly entrenched in our Electronic Learning Centre.

Students undertaking senior at Babinda and who are on a university pathway on average choose to complete at least one on-line subject even though there are enough choices on campus to not have to, demonstrating that students understand that they will require these skills and study habits in later life.

Strong Support Investment to Ensure Success

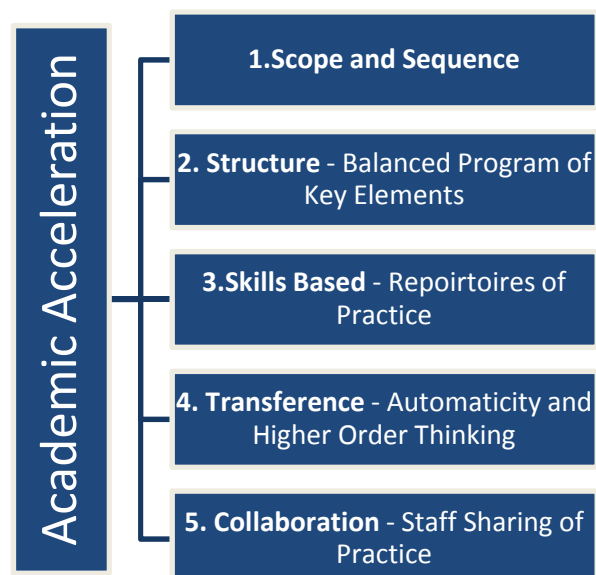
In addition to the study habits learnt through this approach, our school invests heavily in support for students undertaking this mode by providing goal setting, organisational and technical support as well as face to face tutorial assistance.

A comparison of learning support for the average student would look like this:

- The standard teacher contact share for a normal face to face class in any school in Queensland is approximately 9 mins per student per week
- In the ELC students in addition to their online/ video conferenced lessons receive a teacher contact share of 20 minutes per week of face to face goal setting, time management and organisational support, as well as 20 mins per week of face to face tutorial assistance. In this way we can ensure that students receive personalised attention to support their academic success.

KEY LEARNING AREA PLANS

To provide for academic acceleration Babinda P-12 has developed in consultation with Educational consultant – John Fleming a model of curriculum organisation which includes faculty specific pedagogies. This organisation provides for staff the critical shared school wide elements to accelerate learning.



1. **Scope and Sequence** - A clearly defined scope and sequence of curriculum content and process is delivered – whose sequence is seamless and builds on prior knowledge and skills. For our school the major focus of this organisation is the Australian Curriculum and moreover the curriculum into the classroom units and resources.

2. **Structure** - Each KLA has an organisation of key elements that must be focussed on every week/ fortnight to provide a balanced program. This balanced program should provide the week to week “timetable” of learning. This will also include some foundation learning programs.

3. **Skills Based** - Driving the long term learning in each KLA is the skills base of the KLA these are delineated broadly through repertoires of practice which are the skills which demonstrate mastery of the subject area.

4. **Transference** - Transference of knowledge and skills to application and other higher order thinks levels is critical. Therefore core skills and content must be taught to automaticity and children need to be provided the tools for

transference.

5. **Collaboration** - Staff shares resources and practices through collegial sessions to enhance student performance – watching videoed lessons / observing others.

BABINDA P-12 STATE SCHOOL – ENGLISH KLA PLAN

REPERTOIRES OF PRACTICES UNDERPINNING ENGLISH MASTERY

Literacy is the flexible and sustainable mastery of a repertoire of practices within the texts of traditional and new technologies via **oral**, **print** and **multimedia**. The repertoires of literacy practices student must master are broken into four broad roles:

Code Breaker

The practices required to crack the codes and systems of written and spoken language and visual images.

Meaning Maker

The practices required to build and construct cultural meanings from texts.

Text User

The practices required to use texts effectively in everyday, face to face situations.

Text Analyst

The practices required to analyse, critique and second-guess texts.

Code Breaker - Key Practices

- **Metalinguistic representation** of speech sounds I.E Phonemes and graphemes.
- **Analogy use** - Onset (initial consonant cluster) and Rime (rest of the word)
- **Articulating** - Hearing and recording sounds in words
- **High frequency words**
- **Taking words apart** - Use breaks in words to help to decode I.e. syllabification, inflection, prefix and suffixes.

Meaning Maker - Key Practices

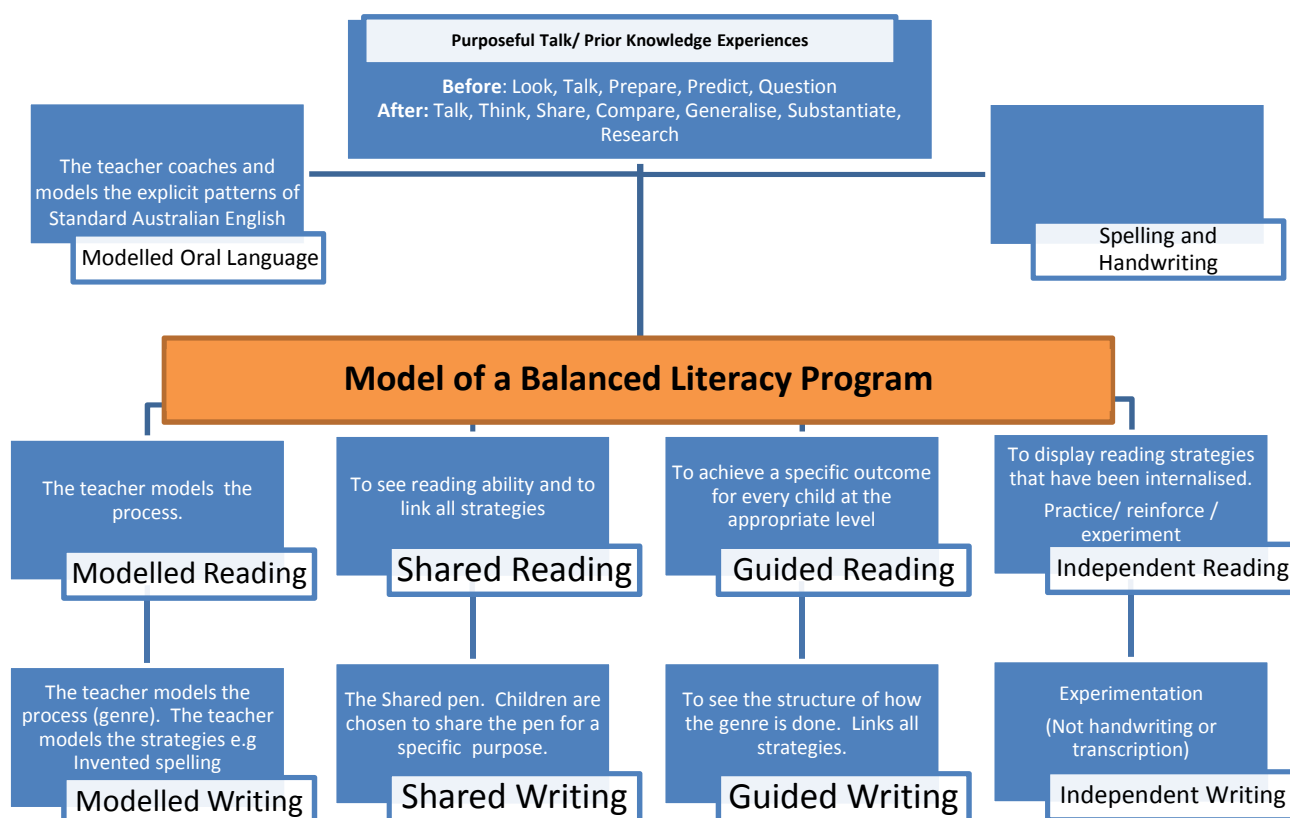
- **Keying in** - synopsis of elements e.g. Book introductions
- **Self-Monitoring or Miscue Analysis** - meaning and structure
- **Transformation** -Cut ups/Phrasing of sentences and texts
- **Translation** - Putting a text into your own words
- **Cueing Systems** - Semantic (word meaning), Syntactic (word order), Paralanguage (punctuation, capital letters etc.)
- **Traditional /Functional Grammar** - Rules/tools of language in context e.g. transitivity, Theme/Rheme

Text User - Key Practices

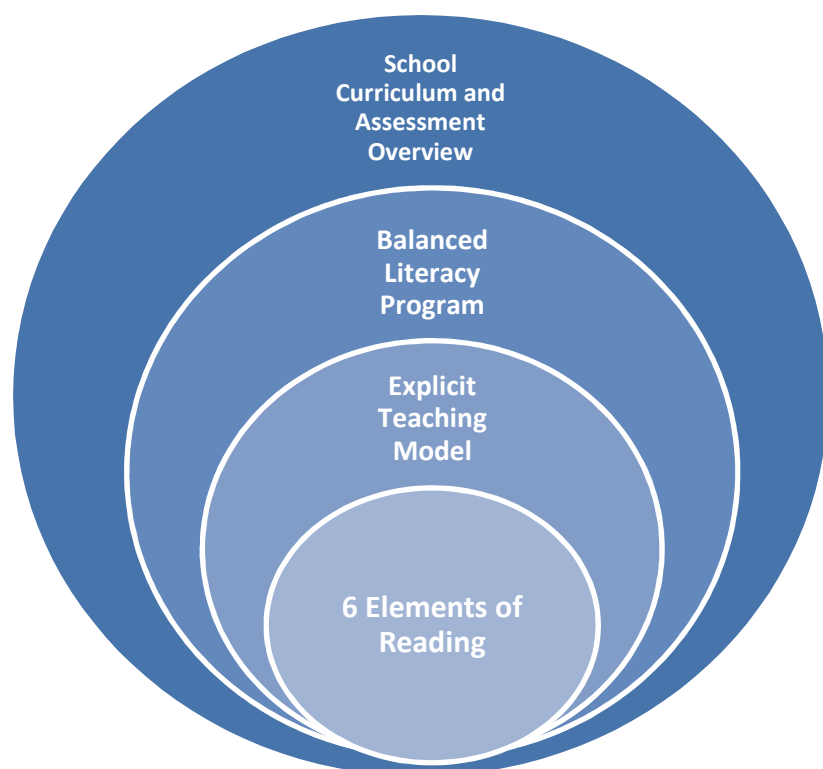
- **Interpretation** - Taking ideas from a text, reordering, perceiving any interrelationships and purposes
- **Extrapolation** - Making estimates or predictions based on an understanding of the text.
- **Social Construction** - apply/relate texts within an authentic / purposeful context

Text Analyst - Key Practices

- **Text Clustering** - Using two or more texts to compare and contrast elements
- **Linguistic Analysis of Texts** - construction / deconstruction of text elements e.g. functional and/or traditional grammar
- **Social semiotic analysis** - Investigate symbolism, both literary and figurative, constructing their social meaning.
- **Historical Information** - when critiquing a text it is complemented by an analysis of its historical construct.
- **Responding to social inequities** - Explore, detect and imaginatively empathise/react with/to characters/issues involved.



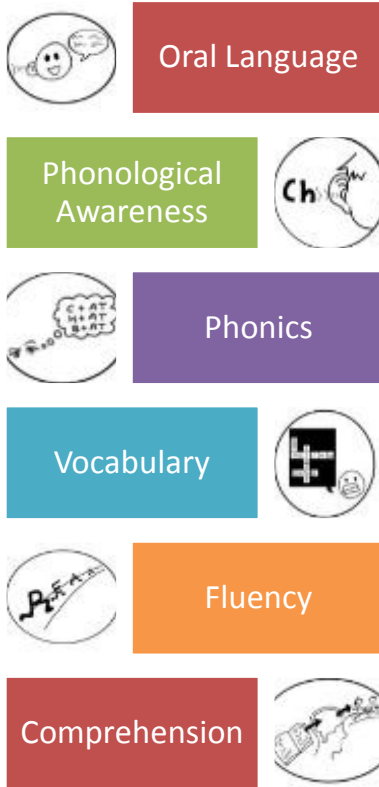
BABINDA P-12 READING PLAN



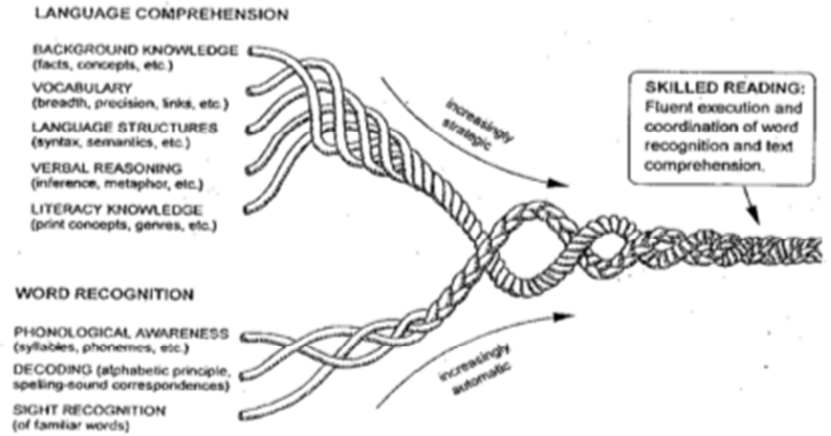
Reading Givens

1. Belief that every child can learn to read- we don't give up on any student.
2. Program will include – Read aloud, shared reading, guided reading and independent reading.
3. In Primary there must be at least four timetabled reading lessons each week and each will be an hour in length. Lessons must have a clearly stated purpose that is articulated to students. Students should be able to state what they are learning and have learnt.
4. Decoding (phonemic awareness and phonics), vocabulary development, comprehension and fluency must be evident in reading programs.
5. Half term assessments should be used to measure the progress of students and teachers should analyse progress and respond to ensure improvement.

6 Key Elements of Reading



The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)



	YEAR LEVEL												
	R	1	2	3	4	5	6+						
Comprehension Skills/ Strategies													
Fluency (automaticity and intonation)													
Vocabulary													
Advanced Phonics / Spelling													
Basic phonics													
Phonological Awareness													
Oral Language													

EARLY YEARS MODEL OF A BALANCED DAILY LITERACY BLOCK - 2 Hours

Big 6 Activities			READING - 1 HOUR DAILY BLOCK				
			Day 1	Day 2	Day 3	Day 4	
Oral and Written	Word Study – Reconising	Phonological Awareness	Mt Isa Phonological Awareness Program Cued Articulation	Mt Isa Phonological Awareness Program Cued Articulation	Mt Isa Phonological Awareness Program Cued Articulation	Mt Isa Phonological Awareness Program Cued Articulation	20 mins
		Phonics	Synthetic Phonics – Letterland Revision	Synthetic Phonics – Letterland Revision	Synthetic Phonics - Letterland Revision	Synthetic Phonics – Letterland Revision	
	Vocabulary	Sight words	Fry	Fry	Fry	Fry	
		New Vocab	Strive Program	Strive Program	Strive Program	Strive Program	
	Fluency and Comprehension		Guided Reading -	Cars and Stars	Guided Reading -	Cars and Stars	20 mins
			Station 1 – iPad Apps / Reading Eggs / Digital Books		Station 1 – iPad Apps / Reading Eggs / Digital Books		
			Station 2- SRA Kit		Station 2- SRA Kit		
Spelling – Manipulating Sounds			Spelling Mastery / Letterland – Ability Streamed Groups	Spelling Mastery / Letterland – Ability Streamed Groups	Spelling Mastery/ Letterland – Ability Streamed Groups	Spelling Mastery/ Letterland – Ability Streamed Groups	20 mins

WRITING – 1 HOUR DAILY BLOCK					
Warm Up	Metalanguage, Grammar and Punctuation, Content/ General Knowledge	Metalanguage, Grammar and Punctuation, Content/ General Knowledge	Metalanguage, Grammar and Punctuation, Content/ General Knowledge	Metalanguage, Grammar and Punctuation, Content/ General Knowledge	20 mins
Writing Focus	C2C Lesson	C2C Lesson	C2C Lesson	C2C Lesson	40 mins

UPPER YEARS MODEL OF A BALANCED DAILY LITERACY BLOCK - 2 Hours

Big 6 Activities			READING - 1 HOUR DAILY BLOCK				
			Day 1	Day 2	Day 3	Day 4	
Oral and Written	Word Study – recognising	Phonics	Build ups/ word families, syllables?	Build ups/ word families, syllables?	Build ups/ word families, syllables?	Build ups/ word families, syllables?	20 mins
	Vocabulary	New Vocab	Strive Program	Strive Program	Strive Program	Strive Program	
	Fluency and Phrasing		Phrasing and fluency – chanting passages and high frequency phrases	Phrasing and fluency – chanting passages and high frequency phrases	Phrasing and fluency – chanting passages and high frequency phrases	Phrasing and fluency – chanting passages and high frequency phrases	
Fluency and Comprehension		Guided Reading -	Cars and Stars	Guided Reading -	Cars and Stars	20 mins	
		Station 1 – iPads/ Reading Eggs/ Digital Books		Station 1 – iPads/ Reading Eggs/ Digital Books			
		Station 2- SRA Box		Station 2- SRA Box			
Spelling – Manipulating Sounds		Spelling Mastery – Ability Streamed Groups	Spelling Mastery – Ability Streamed Groups	Spelling Mastery – Ability Streamed Groups	Spelling Mastery – Ability Streamed Groups	20 mins	

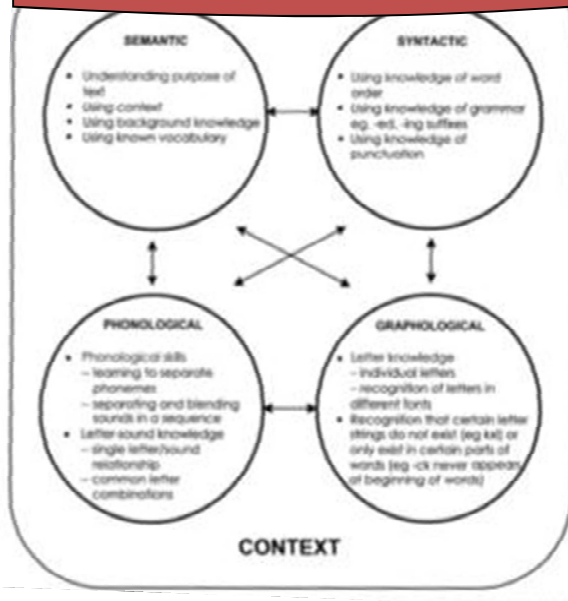
WRITING – 1 HOUR DAILY BLOCK					
Warm Up	Metalanguage, Grammar and Punctuation, Content/ General Knowledge	Metalanguage, Grammar and Punctuation, Content/ General Knowledge	Metalanguage, Grammar and Punctuation, Content/ General Knowledge	Metalanguage, Grammar and Punctuation, Content/ General Knowledge	20 mins
Writing Focus	C2C Lesson	C2C Lesson	C2C Lesson	C2C Lesson	40 mins

Oral Language

Provides the semantic, syntactic and phonological base for moving from oral to written language.



Language:



SAE
Differences in oral and written language

By focusing on:

- Vocabulary (semantics)
- Sentence structure (syntax)
- Grammar (linking words, tenses)
- Use of tone, volume, body language (pragmatics)

Examples Activities

1. Storytelling Activity

a. Get a group of objects together in a bag. Have children select a group of items (3-5). Sit in a circle and place the items in the middle. Take one object and begin a story stopping after a sentence or two. Pass the object to the next person. Keep moving the object or objects around the circle with students adding to the story.

b. Collect pictures or photos. This could include photos

of places or animals in the community. As the children what is happening in the picture. Ask them what happened right before. Ask them what happened right after. You can also select pictures from books.

2. Drawing Activities

a. Divide the students into pairs. Provide each child with some paper and an identical pack of pens or coloured pencils. Have one students draw a picture and describe it for his partner. The partner then tries to draw an identical picture.

b. Give students a variety of "junk" materials such as boxes, newspaper, egg cartons, paper towel rolls, etc. Ask them to make something and then tell you a story about it. Record the story and display it.

3. Roleplay Activities

a. Give students a variety of dress up materials and objects for role play. Lead them in exploring the story and putting language with their play. Take photos while children are playing. Show them the photos at a later time and have them tell you the story.

b. Place a book and several puppets in a box (puppets can be homemade). Read the book and then ask children to retell the story using the puppets.

4. Word Games

a. Play commercially available "Guess Who" game.

b. Make your own "Guess Who" (especially suitable for group work). Take photos of everyone in the group. Optional – each person to report information about themselves which is written or drawn on an index card. Spread the photos in front of the group. One person chooses one of the pictures, without saying which is its. The rest of the group asks questions to work out who has been chosen.

Research indicates that oral language is distinctly different in form from written language. This difference is further expanded for ESL learners who come to school with a different oral language background than the language of the classroom.

Differences in oral and written language and home language of ESL learners and Standard Australian English (SAE) need to be explicitly recognised, examined, and modelled.



Phonological Awareness

Ability to hear, identify and manipulate individual sounds (phonemes) in words

School programs that support Phonological Awareness:

Mt Isa
Phonological
Awareness
Program

Key Skills to Explicitly Teach

- Word awareness
- Syllable awareness – rhythm
- Rhymes
- Alliteration of sounds
- Awareness of beginning, middle and ending sounds in words
- Blending and segmenting – very important and most difficult skill

Activities to Develop Phonological Awareness

- Repeated reading of books that have many phonological features
- Sound activities involving chants, rhyming, rhythm
- Use of visual cues, particularly for blending

- Attention to movements of lips, teeth, tongues to make different sounds.

Example Activities

1. Rhyming Activities

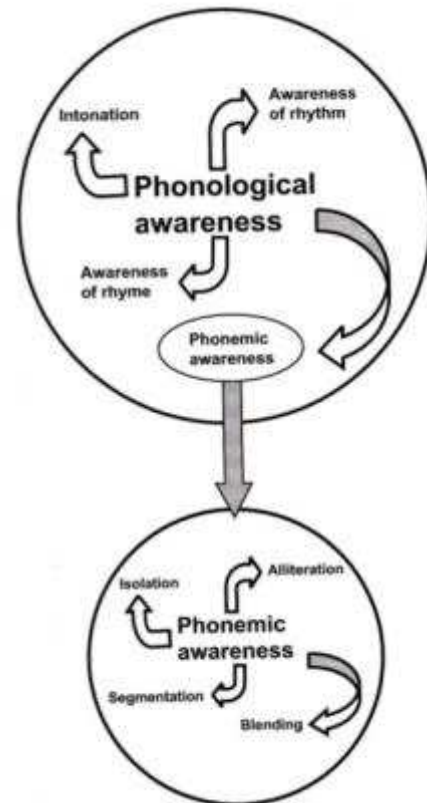
- Play matching games with pictures of rhyming words.
- Place a rime (at, unk, ay, oy) in front of children. Place different initial letters and ask children to make a rhyming word. Ask children to hold up a card to say if the word is a real word or a made up nonsense word.

2. Blending activities

- Create picture cards of one-syllable words, cut into onset and rime (i.e. c – at, f – at.) Second part of picture should be bigger than first. Put picture together while blending the word.
- Blending Bingo – Give students cards with short words and pictures. Select a word and say it in parts (i.e. p – ig; b-a-by, b-all, bu-tter-fly). Ask students to mark the word that they hear.

3. Sounds and Phonemes

- Lead children in regular tongue twisters, reading of books about sounds (The B book).
- Give the children picture of words that sound very similar except for one difference (minimal pairs) Say the word twice or two different words. Ask children to clap if you say the same word and raise their hands if you say two different words. You could then place the picture in front and ask children to say the words and make the sound that is different.
- Model mouth position and explicitly point out positions of tongue and teeth when saying words. A mouth puppet can also be used to model correct position.
- Have children close their eyes and listen while you say different sounds. Ask them to clap if the sound is the same.



Phonological Awareness – the ability to perceive the sound properties of a specific oral language

Phonemic Awareness – The ability to hear, separate and manipulate the separate sounds (phonemes) in words

Research has found a high degree of correlation between early phonological knowledge and skills and later success in reading. Skills in rhyming, blending and segmenting have been particularly linked to later success in reading.

Conductive and fluctuating hearing impairments are common in Indigenous students and can have a significant impact on the development of phonological awareness skills. Amplification and intensive training in phonological awareness including the use of visual symbols and images are necessary to aid in discrimination of individual phonemes and develop phonological skills.

Curriculum Assessment and Reporting Overview Document

Phonological Awareness Activities – Summarised from Mt Isa Phonological Awareness Program

Phonological Goal	Reasoning	Activities		
Sounds	<ul style="list-style-type: none">attend to important sounds in classroomcharacteristics of sounds (quiet/loud/short/long)semantic characterisation	<ul style="list-style-type: none">close eyes – what loud/soft/inside/outside sounds do you hear?Character sounds in story eg. Dog/helicopter/pigList the different sounds a car/dog/person might make		
Sounds/words	<ul style="list-style-type: none">Understand what constitutes a sound/word in listening/reading/writing activitiesSpeech sounds come from our mouthSpeech sounds joined together are words	<ul style="list-style-type: none">Count words in a sentenceChoose one word and count sounds (NOT letters)What is an animal/shape/colour word you can think of?Say word or sound and ask student to identify which it is		
No. of syllables	<ul style="list-style-type: none">Identify individual parts in wordsHold sounds/parts/patterns in headMatch syllables into written equivalentsDemonstrate how jaw drops for each syllable	<ul style="list-style-type: none">Clap syllables in namesClap and count syllables in multi-syllabic words encountered in storiesIdentify syllables in classroom items – clap/nod/click syllablesCategorise objects into one/two/three syllables		
use he/she	<ul style="list-style-type: none">Use and understand subjective pronouns in speaking, reading and writingWe use he for boys and she for girls	<ul style="list-style-type: none">Talk about students in the room for children to guess – he has brown hair and black shoes.Describe characters in books – he is smilingHave students mime an action – he is clapping/runningStudents describe a person in a picture using he/she		
identify rhyme	<ul style="list-style-type: none">Rhyming words end with same group of soundsWords that rhyme often have similarities in letter patternsAssists students to hold sound patterns in their head for spelling and reading	<ul style="list-style-type: none">Use non-real words and talk about which ones sound the same (nonsense words allow chn to listen for sounds and not think about meaning)Read books with rhyming words – list three words for students to identify which two rhymeMatch pictures that rhymeIdentify which two of three words rhyme		
produce rhyme	<ul style="list-style-type: none">As above	<ul style="list-style-type: none">Provide two nonsense rhyming words – students give a thirdDo above with real wordsSay two words – thumbs up if they rhymeList two rhyming words – child provides third rhyming word		
noun+verb sentences	<ul style="list-style-type: none">Formulate simple sentences for use in oral and written tasksBuild on current sentence structure and move towards more complex sentence typesNoun – the name of the person or object in the sentence.Verb – the action the person/thing is doingExplicitly teach ‘the’ before the noun eg the boy the dog and is before the verb is running is climbing	<ul style="list-style-type: none">Using simple pictures model correct structure – oral and written. The boy is running. Demonstrate spaces between words and point to each word when reading.Using simple pictures students orally produce noun+verb sentence.After practising use above as assessment.		
voiced/voiceless	<ul style="list-style-type: none">Identify and talk about characteristics of soundsTune students listening into differences in sounds for when they are spelling/writing.Noisy or voiced sounds make our throat (voicebox) buzz – this can be felt with hands on throats (consonants only)	<ul style="list-style-type: none">Brainstorm environmental sounds that are loud/noisy and soft/quietDemonstrate each sound – students repeat. Does it buzz or not<table><tr><td>Noisy : b g d m j n v z l r</td></tr><tr><td>Quiet: t h f w s p k sh ch th</td></tr></table>Sort sounds into noisy or quiet by reading sound aloud and checking for throat buzzTeacher says sound. Student repeats and identifies as noisy or quiet	Noisy : b g d m j n v z l r	Quiet: t h f w s p k sh ch th
Noisy : b g d m j n v z l r				
Quiet: t h f w s p k sh ch th				
noun+verb+noun sentences	<ul style="list-style-type: none">As for noun+verb *students don't have to know noun and verb but should still be taught.	<ul style="list-style-type: none">Using slightly more detailed pictures (or by adding more info into previous pictures) model a more complex sentence. Re-inforce using the or a before the object (noun) and is before the action (verb). The clown is cuddling the dog.Reinforce spaces between words (when writing)Students practise then describe an action picture using noun+verb+noun		
noun+preposition	<ul style="list-style-type: none">Formulate simple repositional sentences for use in oral and written language tasksBuild on students' current sentence structure and leading to more complex sentence typesProvides a means to express actions in the classroomPrepositions – words which show relationships between things eg on top of, near, beside, through, under, over, out of	<ul style="list-style-type: none">Use simple pictures to model correct sentence structurePoint to pictures in books and have students use a prepositional phrase (some guided reading books are great – The Merry go round (PM 3) Red Puppy (PM 4) Ben's Treasure Hunt (PM 5))Use concrete materials or pictures – students provide a prepositional phrase eg. The ruler is next to the book.		
follow 2 step directions	<ul style="list-style-type: none">Develop listening skillsHold information in head	<ul style="list-style-type: none">Provide organisational instructions which students must repeat back before completing eg stand up, walk to the chair. Open my book, take a pencilWhen reading books ask students to point to pictures in book following instructions – point to the cat and then the dog		

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long/short sounds	<ul style="list-style-type: none"> Identify and talk about characteristics of sounds Tune students listening into differences in sounds for when they are spelling/writing. 	<ul style="list-style-type: none"> Brainstorm long and short things in the classroom Demonstrate a long breath – like blowing up a balloon and a short breath Demonstrate long and short sounds <div>long – m l s n v f r z sh th</div> <div>short – k h g b t d w p j y</div> Sort sounds into long and short groups by saying sounds Teacher produces sound – student identifies as long or short
identify two words in compound	<ul style="list-style-type: none"> Understand concept of words Use understanding to compound words to assist in spelling and writing tasks <i>Compound words are made up of two words that can exist alone in other contexts</i> 	<ul style="list-style-type: none"> Give lots of examples and brainstorm Perform an action as a compound word is said eg tap head for batman Find compound words in stories Have students draw a picture for each word in a compound word eg football, fireman, sandcastle Students make compound words by joining two give pictures Students hear a compound word and identify the two words
noun+adjective	<ul style="list-style-type: none"> Understand concept of descriptive words Increase complexity of students spoken and written language tasks <i>Adjectives – describe or give more information about a person/place or thing</i> 	<ul style="list-style-type: none"> Model sentence structure – the _____ are _____ eg The shoes are red. The dog is furry. (ensure chn don't provide a verb – how it (the noun) looks or feels (to touch) not what the noun is doing.) Have students complete sentences – the rock is _____. The ball is _____. The room is _____. My hair is _____
front/back speech sounds	<ul style="list-style-type: none"> Identify and talk about characteristics of sounds Tune students listening into differences in sounds for when they are spelling/writing. 	<ul style="list-style-type: none"> Discuss the meaning of front and back eg of your body, of the classroom, of a line. Demonstrate how sounds are either made at the front of our mouth (with teeth, lips or tongue) or at the back with our throat. <div>front – b t m d f w s p j n v z</div> <div>back – k h g</div> Sort letters (by saying sounds) into the front or back of a picture of a car/bus/train etc. Teacher says sound. Student repeats and identifies as front or back

Italics indicates explicit teaching point

Shadows indicate can be used for assessment.

Phonics

The understanding that there is a predictable relationship between phonemes (sounds of spoken language) and graphemes (the letters that represent those sounds in written language)



Explicitly Teach

- Differentiation of written symbol
- Letter sounds and names
- Common letter combinations
- Different sounds of vowels
- Common onsets and rimes
- Common visual patterns and associated sounds
- Sight vocabulary
- Relationship between vocabulary and blending

Synthetic Phonics

- Letter sound knowledge needs to be explicitly taught starting with initial sounds and progressing to rimes and blends.
- Emphasize visual patterns

Sight Words

- Teaching of words that are common and not easily decoded.
- Pairing of visual symbols will aid memory and comprehension.

Letter-sound knowledge needs to be taught explicitly and systematically using a **synthetic phonics approach**, which emphasizes beginning sounds and blending of sounds with rimes or common letter chunks. Explicit teaching should emphasize visual patterns of letter chunks (graphemes) and their associated sounds (phonemes) to provide cues to visual learning styles of Indigenous ESL learners with possible hearing impairments.

Example Activities

1. Word sounding and decoding

- Place 3 hoops on the ground. The hoops are labeled initial, middle and final. Children sit in a line facing the hoops and are given 2-3 letter cards, which they place in front of them. The adult gives a demonstration and places one child in each hoop. The children hold up their letter cards so that a CVC word (like "hen") is spelt. The other children are encouraged to read the word and join in.

2. Sounds and Rimes

- Play games involving creating rhyming strings (e.g. in groups children select pictures or write words on cards based on given pattern). Children see who can make the longest trail. Children are asked to say each word as they jump from word to word.
- Have children draw pictures using letters and sound groups. Display them and fade the pictures when children have learned to recognize the letter s. You can easily find examples of pictures with letters on several websites. You can also have children use body signs to remember words. An example is the signs with the Jolly Phonics program.
- Computer software games are a great way to teach letter-sound awareness. Many programs are available that lead children in blending and word decoding.

Orthographic skills	The "picture of the word"; including spelling
Morpheme	A unit of meaning; e.g. -s, -ing, dis- un-, and whole words
Grapheme	A letter or combination of letters that represents one phoneme in the spelling of a word; e.g. t, sh, ph, tch, igh,
Digraph	Two consecutive letters that represent one phoneme; e.g. ph, th, ck, oa, ea, oy, ay
Blend (n)	Two letters that frequently go together in words, and are said quickly, but which are two distinct sounds
Diphthong	A single phoneme that slides from one vowel sound to another

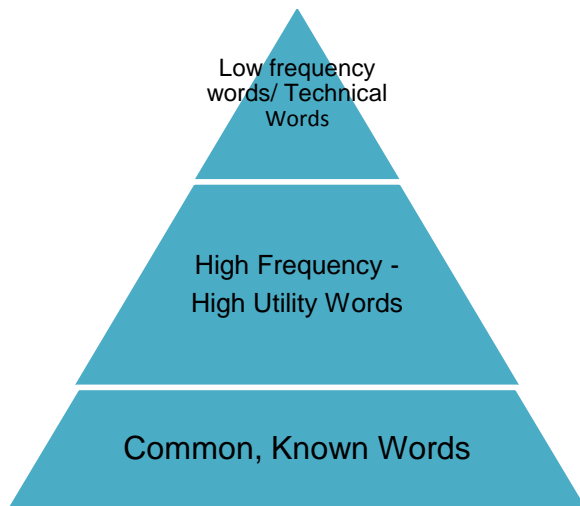
School programs that support phonics:

Sight words

- Label the classroom to keep visual image of words in front of children constantly.
- Display many photos, pictures, symbols and associated words. Have children play with symbols and words including using them in storytelling and matching games.
- Sight word Bingo – Give students pictures and hold up word that matches picture. Ask them to mark if they have that word.

Vocabulary

Words we must know to communicate effectively – sight and necessary field knowledge



Explicitly Teach:

- Spelling words
- Special interest words
- Challenging words
- Topic words
- Brainstorming
- Science
- General studies

School programs that support vocabulary:

Strive

Example Activities

1. Vocabulary Calendar

Read the “word of the day” each day and discuss its meaning with the students. Brainstorm together different ways the word

can be used in other sentences. Gives students a “mission” to use the word appropriately later in the day or find the word in the text.

2. Use assigned words in your speech

Use assigned words in your speech the week or so before you introduce them, the students will recognize them and be more likely to remember them after studying them.

3. Visual Dictionary

Have students keep a personal dictionary of words and symbols/pictures that explain their meaning.

4. Teach word Parts

By teaching students prefixes, roots, and suffixes we give them tools to understand unfamiliar words. While teaching Latin and Greek roots are not a new strategy, an idea is to use a graphic organizer called a *vocabulary tree*. Have students draw a trunk of a tree and write down a root (such as *tract: to pull, drag*). Then, in the branches, have students write as many other words as they can that use that root (one word in each branch). In the twigs they write where they heard the word.

5. Word Association

One word from a list is used as a magnet. Brainstorm all the vocabulary you can associate with it. (e.g. foot: toe, shoe, run, slip, walk, heel, tiptoe). Have a competition in pairs or singly to see who can think of more words. Use pictures or word mapping to make a visual map connecting these words into different “atoms”.

6. Drawing different meanings

Ask students to choose a spelling word that has multiple meanings (examples: grave, capital, triple, column, desert, nursery) Then tell them to draw two or more illustrations, each representing a different meaning of the word. Students will give their drawings to a classmate, together with a list of word's meaning, and the classmate will use the word to write captions.

7. Read orally to students on a regular basis.

Highlight words that may be particularly difficult for students from non-SAE backgrounds prior to reading. After reading, revisit them and draw pictures of how they were used in the context of the book

Blending is directly linked to vocabulary and is a particular area of difficulty for ESL learners who do not have the vocabulary to provide a link when they are sounding-out words.

Written SAE vocabulary associated with literate texts needs to be explicitly taught and modelled through oral reading to students as well as in the context of daily learning activities. This is particularly important to remember for ESL students or those who speak Aboriginal English for which words are similar but used very differently.

Fluency

Reading accurately and quickly, effortlessly and with expression.
Decoding a minimum number of words, often referred to as automaticity.



To improve fluency:

- **Measure and goal set for fluency**

Below is a simple way to determine a reading rate. Note that if you can help students become faster, more fluent readers, you will most likely improve their reading attitude and comprehension as well.

Step 1. Choose a book at the student's reading level.

Step 2. Give the student background knowledge and provide a summary.

Step 3. Have the student begin to read the book.

Step 4. Stop the student after a minute and count the words the student read.

Step 5. Repeat this two more times.

Step 6. The average of these three is the average reading rate.

- **Improve knowledge of high Frequency words**
- **Give students varied opportunities for hearing texts**
- **Prompt don't correct**

Grade	Oral – Average words per minute	Silent – Average words per minute
3	70-120	90-120
4	90-140	110-140
5	100-150	140-170
6	110-150	160-190

Example Activities

1. Buddy Reading

One student is the reader and one is the listener. The teacher gives the listener a timer and sets it for a predetermined amount of time. The reader sees how much of a particular passage he/she can read. The buddy provides words when necessary and the team counts how many words they were able to read together when the timer sounds. The pairs switch roles and try the same or another passage.

2. Reader's Theatre

Have children work in groups to enact a puppet show while a short story or script is read. Children can take turns being the narrator.

3. Have children read short fluency phrases of approximately 100 words.

You can begin with some symbols or pictures for key words and then replace pictures with words as students become more confident (symbols should have words under or above them).

4. Books with Tapes/CDs

Many popular children's books come with tapes or CDs for listening while following along in the book. You can also record your own books and books that the children bring from their community or write themselves. Children can read along moving their finger on the book as they go.

5. Guided Reading

Lead children in frequent group guided and shared reading. Use pause, prompt, and praise method when children have difficulty.

6. Use drums to tap out rhythms while students take turns reading aloud.

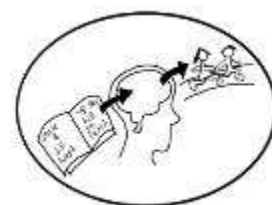
Ask students to try and use their change their voice to go fast, slow, loud, soft, etc.

Research indicates that regular shared and guided reading is more effective strategy than silent reading

Overall, non-fluent readers are usually non-fluent because of a lack of practice with reading. We need to continue to give them as many opportunities as possible to read texts on their level.

Comprehension

Literal and inferential – Connecting and critiquing



Comprehension is the “essence of reading” in which readers derive meaning from words, descriptions, plots, and themes of texts.

Lessons should:

- Provide orientation prior to reading of information that is important to comprehension of the text (i.e. characters, setting, plot, author's intent, language structures)
- Place text in context of student's knowledge both prior to and after reading of text

Explicitly teach these strategies:

CARS and STARS 12 Reading Comprehension Strategies		
Literal – Reading the Text (HERE)	Interpretive – Reading Between the lines(HIDDEN)	Applied - Reading Beyond the Text (HEAD)
Find the main idea	Compare and Contrast	Distinguish between fact and opinion
Recall facts and details	Make Predictions	Identify author's purpose
Understand the sequence	Find word meaning in context	Interpret figurative language
Recognise cause and effect	Draw conclusions and make inferences	Distinguish between real and make believe

Use of questioning has been a traditional method used to develop comprehension skills. Questioning is not an innate part of Indigenous (particularly Aboriginal) culture. Research has shown that explicitly providing information and then asking questions in the form of cloze type statements (the boy was going to the _____.) or structured questions with limited answers (Was the boy angry or tired?) is more effective for Indigenous students.

CURRICULUM SCOPE AND ALIGNMENT - ENGLISH

YEAR LEVEL – UNIT ORGANISATION BY KEY LEARNING AREA

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	P–2	Exploring emotion in picture books In this unit students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.	Creating persuasive imaginative texts In this unit, students read and view elements of persuasion in multimodal texts to create spoken response (Prep), additional pages (Year 1), or a new blurb for a persuasive imaginative text (Year 2). Students publish their work digitally and present their new texts to their peers.	Creating and presenting a retell In this unit, students listen to, read and view a range of narratives, including some multimodal texts to explore the use of descriptive language in the construction of character. Students retell a familiar story as a multimodal text incorporating written, oral and pictorial information and present their retell orally to a familiar audience	Exploring Australian texts In this unit, students listen to, read and view informative and imaginative texts about Australia. They respond to questions about an Australian story and create a multimodal digital biography of a character from a book.	Examining stories and informative texts Students read, view and listen to a range of stories with animal characters and ask open and closed questions of an animal character. They create an informative text about an event in a literary text.	Exploring poetry Students listen to, read and view a range of poetry. As a group, students express their personal responses and thoughts about various shared poems. They create an imaginative reconstruction of a poem or rhyme and present it to a familiar audience.	Responding persuasively to narratives Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students create a persuasive response. They compare how the representations of a character are depicted differently in two publications of the same story and give reasons for a particular preference.	Exploring plot and characterisation in stories Students explore a variety of picture books to explore how stories use plot and characterisation to entertain and engage an audience. Students create a new event to be added to a familiar narrative. Students will transform this event into a script for a group performance for their peers.
	3–4	Investigating author's language in a familiar narrative In this unit, students listen to, view, read and explore simple chapter books to explore the use of descriptive language in the construction of character. Through a written response or the creation of a new chapter, trick or plan, students develop alternative behaviours and actions of a character.	Creating persuasive articles In this unit, students read, view and analyse digital written and spoken persuasive texts. They use their growing knowledge of literature and language to write a persuasive magazine article.	Investigating characters In this unit, students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students read an extract from a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel and present a multimodal presentation to the class.	Exploring Australian texts set in the past In this unit, students listen to, read and view informative and literary recounts, set during the time of the arrival of the First Fleet to Australia. They write a literary recount set in the past from the perspective of a person present at the time and place.	Examining traditional stories Students read, view and listen to traditional stories from different cultures. They demonstrate understanding by responding in writing to comprehension questions focusing on language features, themes and messages in stories and by writing parts of traditional stories. The Year 4 assessment in this unit is the 2012 Queensland Comparable Assessment Task (QCAT) for Year 4 English.	Examining humour in poetry Students identify and analyse the literary devices of humour used in poetry by different authors. They create a humorous poem and present it to a familiar audience in an informal context.	Exploring personal experiences through events Students read and listen to written and spoken literary and informative texts to identify the way authors portray experiences of an event. They use comprehension strategies to build literal and inferred meaning and make interpretations about a literary text. Students write a persuasive letter to persuade the school principal that an event should be celebrated at school.	Exploring a quest novel Students listen to and read a quest novel, Rowan of Rin by Emily Rodda. Through close reading, responding to a blog and mapping character development, they demonstrate understanding of the quest novel. Students will represent the characteristic traits of Rowan and others in a new event for Rowan of Rin, to be performed as a short play.
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

English	5–7	Short Stories In this unit, students listen to and read a range of short stories by different authors. They investigate and compare differences in the ways authors use text structure, language features and strategies to create humour. Students complete a comprehension activity about one short story and the features of short stories generally.	Analysing and creating persuasion in media texts In this unit, students read, view and analyse a range of persuasive written and media texts. They create a written persuasive article in response to a current issue within the media and publish it in a class magazine.	Creating an animated story In this unit, students listen to, read, view and interpret a range of animations, including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by characters through a panel discussion. They produce an animated story exploring a character's behaviour when faced with an ethical dilemma.	Reading and interpreting Australian literature In this unit, students listen to, read and view autobiographical narratives, picture books and biographies and respond to a biographical text. They select a memory from their life and compose a literary memoir.	Interpreting literary texts Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. Students create a literary text that explores personal experiences. The Year 6 assessment in this unit is the 2012 Queensland Comparable Assessment Task (QCAT) for Year 6 English.	Responding to poetry Students listen to, read and view a range of poetry, songs and anthems from different times to create a folio of responses analysing authors' use of language and its impact on the message and ideas of text.	Persuading through motivational speeches Students will examine how language is used to persuade in famous motivational speeches from political and cultural (arts and sports) contexts. Students will deliver a persuasive speech with the purpose of creating an emotional response.	Exploring literary texts by the same author Students listen to, read and view literary texts by the same author to create written responses focusing on language and literary techniques that contribute to an author's style. Students select favourite characters from one of the texts studied and prepare a group audition script in role as those characters. They present a short audition and justify their character's suitability for a further role in a new book.

Prep — Year 2 - C2C Unit 1					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
TR	Feeling fine!	O. Reeder	TR	My Cat Maisie	P. Allen
TR	Dog loves books	L. Yates	TR	Too Loud Lily	S. Laguna
TR	My mob going to the beach	S. Emmerton	TR	Sam's fishing adventure	M. Russell
TR	The Pout-Pout Fish	D. Diesen	TR	There's a sea in my bedroom	M. Wild
TR	Alexander and the terrible, horrible, no good, very bad day	J. Viorst	TR	We're going on a bear hunt	M. Rosen
TR	Koala Lou	M. Fox	TR	On Friday something funny happened	J. Prater
Year 3 — Year 4 - C2C Unit 1					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
TR	The Twits	R. Dahl	TR	Fantastic Mr Fox	R. Dahl
Year 5 — Year 7 - C2C Unit 1					
Resource Set 1			Resource Set 2		

Use	Text	Author	Use	Text	Author
TR	<i>Mission Impossible</i> in Give Peas a Chance and other funny stories	M. Gleitzman	TR	Red Dog	L. De Bernieres
TR	<i>Good Dog</i> in Give Peas a Chance and other funny stories	M. Gleitzman	TR	<i>The secret life of Sylvia Pennyweather: Town Librarian</i> in Kids' night in! Book 3	L. Gleeson
			TR	<i>Bits of an Autobiography I may not write</i> in Kids' night in! Book 3	M. Gleitzman

Prep — Year 2 - C2C Unit 2

Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
TR	Can I have a stegosaurus, Mom? Can I? Please?	L.G. Grambling & H.B. Lewis	TR	Hey, Little Ant	P. & H. Hoose & D. Tilley
TR	Click, Clack, Moo: Cows that type	D. Cronin & B. Lewin	TR	I will not ever never eat a tomato	L. Child
TR	I Wanna Iguana	K.K. Orloff & D. Catrow			
TR	Don't Let The Pigeon Drive the Bus!	M. Willems			
TR	Don't Let The Pigeon Stay Up Late!	M. Willems			
TR	The Pigeon Wants a Puppy!	M. Willems			
TR	The Pigeon Finds a Hot Dog!	M. Willems			

Year 3 — Year 4 - C2C Unit 2

Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
TR	Green eggs and ham	Dr. Suess	TR	Earrings!	J. Viorst
TR	I Wanna Iguana	K.K. Orloff & D. Catrow	TR	Hey, Little Ant	P. & H. Hoose & D. Tilley
TR	The Three Little Pigs	Traditional	TR	Goldilocks and the three bears	Traditional
TR	The true story of the three little pigs by A. Wolf (as told by Jon Scieszka)	J. Scieszka & L. Smith	TR	Goldilocks and the three bears: Bears should share!	A. Granowsky, A. Lunsfors & J.L. Martin
			TR	Speak your mind	J. Eggleton
			TR	Neighbourhood Niggles	J. Eggleton
			TR	What's New?	J. Eggleton

Year 5 — Year 7 - C2C Unit 2

Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author

Online texts only			Online texts only		
Prep — Year 2 - C2C Unit 3					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
TR	The Very Blue Thingamajig	N. Oliver	TR	Crunch the Crocodile	J. Croser
TR	Giraffes Can't Dance	G. Andrea & G. Parker-Rees	TR	Rose Meets Mr Wintergarten	B. Graham
TR	When Harry Caught Imaginitis	N. Bland	TR	The Rainbow Fish	M. Pfister
TR	Our Rooster Jack	K. Dodd-Farrawell & J. Russell	TR	Shake A Leg	B. Pryor
TR	The True Story of the 3 Little Pigs	J. Scieszka	TR	Blossom Possum: The sky is falling down under	G. Newton
Year 3 — Year 4 - C2C Unit 3					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
TR	Mr Grim's Tower	D. Harvey	TR	The Boss Dog of Blossom Street	R. Ray
TR	Charlie Pasta, Cook Master	B. Cox	TR	The Deep	M. Su & A. Hope-Smith
TR	Matty Forever	E. Fensham	TR	Bungawitta	E. Rodda
Year 5 — Year 7 - C2C Unit 3					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
TR	Film – Chicken Run	P. Nick & L. Peter	TR	Film – The Lorax	C. Renaud & K. Balda
TR	Film – How to Train Your Dragon	C. Sanders & d. De Blois	TR	Film – The Pirates! Band of Misfits	P. Lord & N. Park
Prep — Year 2 - C2C Unit 4					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
TR	Old Pig	M. Wild & R. Brooks	TR	Rosie and Tortoise	M. Wild & R. Brooks
TR	Fox	M. Wild & R. Brooks	TR	John Brown, Rose and the Midnight Cat	J. Wagner & R. Brooks
TR	Tracker Tjugingji	B. Randall	TR	Tom Tom	R. Sullivan
TR	Bear and Chook	L. Shanahan	TR	Bear and Chook by the Sea	L. Shanahan
TR	Our Rooster, Jack	K. Dodd-Farrawell & J.	TR	The Old Frangipani Tree at Flying Fish Point	T. Saffioti & M. Prewett

		Russell			
TR	Lucy Goosey	M. Wild	TR	Lucy Goosey	M. Wild
Year 3 — Year 4 - C2C Unit 4					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
TR	The First Fleet	A. Boardman	TR	The Captain's Diary	W. Macdonald
TR	Eliza Bird, child convict	K. Lane	TR	Patch Parker, Son of a Convict	K. Crabbe
TR	Nanberry: Black brother white	J. French			
Year 5 — Year 7 - C2C Unit 4					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
TR	Flood	J. French & B. Whatley	TR	In Flanders Fields	N. Jorgensen
TR	Wilfred Gordon McDonald Partridge	M. Fox	TR	Love From Grandma	J. Tanner
TR	Memorial	G. Crew & S. Tan	TR	The Lost Thing	S. Tan
TR	The Peasant Prince	L. Cunxin	TR	The House Baba Built	E. Young
TR	When I Was Little Like You	M. Malbunka	TR	A is for Aunt	E. Russell

Prep — Year 2 - C2C Unit 5					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
TR	Make Way for Ducklings	R. McCloskey	TR	Stellaluna	J. Cannon
TR	Fox and Fine Feathers	N. Oliver	TR	Alberta	T. Cox
TR	Home	N. Oliver	TR	Crow and the Waterhole	A. Kwaymullina
Year 3 — Year 4 - C2C Unit 5					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
	Online texts only			Online texts only	

Year 5 — Year 7 - C2C Unit 5

Resource Set 1

Use	Text	Author
	Online texts only	

Resource Set 2

Use	Text	Author
	Online texts only	

Prep — Year 2 - C2C Unit 6

Resource Set 1

Use	Text	Author
TR	Doodledum Dancing	M. Costain
TR	The Puffin Book of Fantastic First Poems	J. Crebbin
TR	Can I Cuddle the Moon?	K. Brown & L. Stewart
TR	Brown Bear, Brown Bear, What Do You See?	B. Martin Jnr.
TR	Look See, Look At Me!	L. Norrington
TR	Old Possum's Book of Practical Cats	T. Elliot

Resource Set 2

Use	Text	Author
TR	There's a Goat in my Coat	R. Milne & A. McLean
TR	Five Little Monkeys: Over 50 Action and Counting Rhymes	Z. Newcome
TR	Green Gorillas, Green Gorillas, Go! Go! Go!	J. Carr et al.
TR	Mr McGee	P. Allen
TR	Wake Up, Sleepy Bear	C. Morton-Shaw & G. Shaw
TR	Brown Bear, Brown Bear, What Do You See?	B. Martin Jnr.
TR	Sun, Sea, Crab and Me!	N. Gray
TR	Old Possum's Book of Practical Cats	T. Elliot

Year 3 — Year 4 - C2C Unit 6

Resource Set 1

Use	Text	Author
	A range of humorous poems and rhymes	
	Online texts	

Resource Set 2

Use	Text	Author
	A range of humorous poems and rhymes	
	Online texts	

Year 5 — Year 7 - C2C Unit 6

Resource Set 1

Use	Text	Author
	Online texts only	

Resource Set 2

Use	Text	Author
	Online texts only	

Prep — Year 2 - C2C Unit 7

Resource Set 1

Use	Text	Author

Resource Set 2

Use	Text	Author

Year 3 — Year 4 - C2C Unit 7					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
Year 5 — Year 7 - C2C Unit 7					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
Prep — Year 2 - C2C Unit 8					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
Year 3 — Year 4 - C2C Unit 8					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author
Year 5 — Year 7 - C2C Unit 8					
Resource Set 1			Resource Set 2		
Use	Text	Author	Use	Text	Author

Curriculum Assessment and Reporting Overview Document

Curriculum Assessment and Reporting Overview Document

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	Y8	Representations in news media Students read, view and listen to a variety of news media texts including those taken from digital environments and television. Students explore representations of individuals, groups and events, explaining how text structures and language features of news media texts affect these representations.	Imaginative response to a novel Students read excerpts from a novel that focuses on significant teen issues. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints. For assessment, students create a series of imaginative journal entries written from the perspective of a teenage character to explore an issue taken from the novel. Students arrange text structures and language features to highlight the effects of the selected issue on a teenager and to encourage a specific emotional response in their audience.	Representing human experience Students read, view and listen to a variety of texts that create representations of Aboriginal and Torres Strait Islander peoples, histories and cultures. They analyse the text structures and language, audio and visual features that create these representations and position the audience in relation to the specific groups represented. Students then choose a text about Aboriginal and Torres Strait Islander peoples, histories and cultures; analyse the features that create representations and position the audience; and deliver an oral presentation to express their opinion about the text.	Understanding how texts communicate ideas about values. Students view a selection of film clips about Aboriginal peoples and Torres Strait Islander peoples to understand how texts communicate ideas about the values of a group in society. They examine the film clips to identify and explain the features that communicate ideas about values. Students then compare and evaluate the effectiveness of two film clips and, using interaction skills, present their opinion in a persuasive oral response to engage and influence an audience of peers.	Reading and interpreting a television series script Students read and view a television series script that explores significant moral or ethical questions. They listen to, read and view text excerpts relevant to the central ideas in the story. Students demonstrate their understanding of the story through short response comprehension questions.	Responding to drama (continuing from Unit 5) Students listen to, read and view excerpts from the television series Noah and Saskia (studied in Unit 5). Students will create and deliver a spoken persuasive presentation in role, responding to a moral or ethical question central to the drama.	Comparing a literary text with its digital adaptation Students compare the print version of the literary classic Rikki-Tikki-Tavi by Rudyard Kipling with the digital adaptation, an animated film. Students create a written discussion to compare the development of plot, setting and characters to decide which is better, the book or the film.	Examining the language of new technology Students read and view websites associated with literary texts. Students understand and analyse the features of a homepage and create two character profiles, using the conventions of Facebook, for fictional characters from literature they have read.
	Y9	Examining representations of Australia's peoples, histories and cultures Students listen to, read and view literary and non-literary texts featuring different perspectives of Australia's peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity. Students participate and interact in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's peoples, histories and cultures.	Exploring different perspectives Students listen to, read and view literary and non-literary texts including those from and about Asia to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs. Students analyse and evaluate how text structures and language features such as humour and figurative language of personal memoirs are designed to engage an audience and to evoke an emotional response to significant human experiences.	Reading and interpreting information texts Students listen to, read and view a variety of information texts to produce close readings of these texts. In particular, students will examine how authors of information texts use text structures, language and visual features to present information, opinions and perspectives about issues that provide insight into human nature and give a new outlook on life, such as those commonly represented in works of speculative fiction.	Creating speculative fiction Students listen to, read and view a variety of information texts and speculative fiction texts to create a speculative fiction short story, using an information text, such as an article from a science magazine, as a stimulus. In particular, students will develop an understanding of how experimenting with the features of a short story through the creation of a hybrid short story allows authors to create different levels of meaning in their writing.	A sense of belonging in Australia Students select, read and view literary and non-literary texts including those from and about Asia to compare and contrast human experience in response to ethical and global dilemmas. Students explore how events, situations and people are represented from different perspectives. Students evaluate the representations of an issue about cultural diversity in Australia in texts and create a literary text to explore a personal experience.	Exploring ethical issues through a drama text Students read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students analyse a drama text to explore themes of human and cultural significance and interpersonal relationships. Students examine the representations of issues in a drama text and create an interview script that explores an ethical issue.	Evaluating characters in a novel Students read extracts from a novel to study closely the ways characters are constructed. They read, listen to and view texts that build their understanding of the ways text structures and language features construct representations of characters in novels. They create a radio interview transcript to examine the characters and their relationships and how they allow the reader to see different perspectives on events and issues.	Examining perspectives on events and issues Students continue the close study of novel extracts from Unit 7. They explore intertextuality by listening to, reading and viewing literary texts with characters similar to those in the novel. They read, listen to and view texts that continue to build their understanding of characterisation and perspectives presented on issues in the novel extracts. Students create and deliver a persuasive presentation to support or challenge the perspectives conveyed on issues represented in the novel extracts. They reference perspectives on the same issue from other literary and media texts to support their argument.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	Y10	Examining representations of Australia's peoples, histories and cultures Students listen to, read and view literary and non-literary texts featuring different perspectives of Australia's peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity. Students participate and interact in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's peoples, histories and cultures.	Exploring different perspectives Students listen to, read and view literary and non-literary texts including those from and about Asia to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs. Students analyse and evaluate how text structures and language features such as humour and figurative language of personal memoirs are designed to engage an audience and to evoke an emotional response to significant human experiences.	Responding to literary texts Students continue their analysis and evaluation of a contemporary novel in order to develop complex responses to literature. Throughout the unit, students examine elements of creative writing and the stylistic features of authors to prepare for assessment. Students create an imaginative transformation — a short story that contributes an additional scene to the narrative of a novel.	Responding to poetry Students examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. They examine stylistic features, text structures and language features in poetry and consider how these elements combine to privilege perspectives. Students also consider technical aspects of poetic forms such as odes, elegies, ballads and sonnets, producing their own poetic texts.	Reading and interpreting a Shakespearean drama Students read a Shakespearean play and demonstrate their understanding of the play in an analytical response to a scene from the text.	Responding to a Shakespearean play Students respond to a Shakespearean play by comparing two film adaptations of a selected scene.	Responding to representations of events and issues in news media texts Students listen to, read, view and discuss a variety of news media texts that explore significant news events and issues. They also examine the text and language features of short stories, dramatic scripts and reflective journals, using one of these imaginative text types to respond to stimulus material that is linked to themes, events and issues prevalent in contemporary news media.	Evaluating representations of events or issues in news media texts Students listen to, read, view and discuss a variety of news media texts that explore significant news events and issues. From these texts students create a presentation that analyses, evaluates and discusses how the text structures and language features of a news media text convey perspectives on people, cultures, places, events, objects and concepts.

BABINDA P-12 STATE SCHOOL – MATHEMATICS KLA PLAN

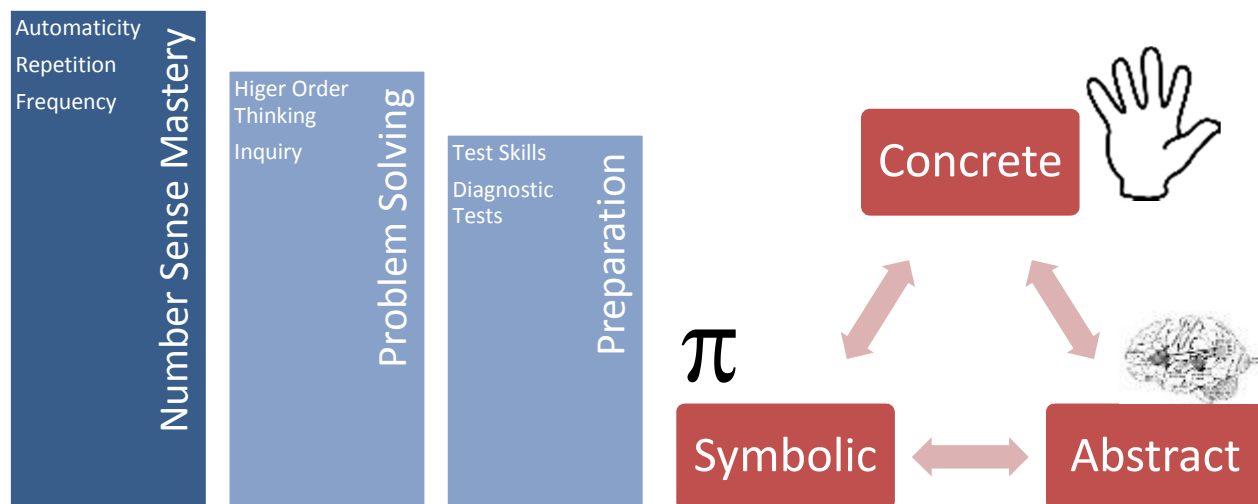
REPERTOIRES OF PRACTICES UNDERPINNING MATHEMATICS MASTERY

See Maths Everyday	Strong Foundations	Knowing when and where to use mathematics	Analyse, Interpret & Communicate
Identify when to use maths properly. Students see mathematics in the situations they encounter.	Use mental maths in the real world (e.g. To estimate)	Students make informed decisions using mathematical, knowledge, procedures and strategies to analyse and create answers to challenging problems.	Students plan, investigate, conjecture, justify, think critically, generalise, communicate and reflect on mathematical understandings and procedures. Data interpretation (including financial literacy) is critical.

ASSUMPTIONS ABOUT MATHEMATICS TEACHING

- Teachers are confident with their knowledge and understanding of maths
- Daily reinforcement to develop instant recall of mathematical facts (warm-ups)
- Regular use of current mathematical technologies (e.g.. Calculators, iPads, laptops, IWB, programs . . .)
- Ensure links to the real world
- Modelling detailed setting out **which** demonstrates mathematical understanding and reasoning

KEY ELEMENTS OF A BALANCED MATHEMATICS PROGRAM



SCHOOL RECOMMENDED RESOURCES

Junior Primary	JEMM's, C2C, E-Learn FNQ flash cards
Upper Primary	EMM's, C2C, E-Learn FNQ flash cards
Junior Secondary	EMM's, C2C, 'Maths Quest' (text), 'Pearson Maths' (text), E-Learn FNQ flash cards
Senior	'Maths Quest' (text), 'MIC' (Maths in Context-text), 'Trade and Business Maths 2', 'Access to Prevocational Maths 1', 'Mathematics A At Work' (text), QSA Syllabus

CURRICULUM SCOPE AND ALIGNMENT - MATHEMATICS

YEAR LEVEL – UNIT ORGANISATION BY KEY LEARNING AREA

		Unit 1	Unit 2	Unit 3	Unit 4
Mathematics	P–2	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Prep</p> <ul style="list-style-type: none"> • Number and place value • Patterns and algebra • Using units of measurement • Location and transformation <p>Year 1</p> <ul style="list-style-type: none"> • Number and place value • Using units of measurement • Chance • Data representation and interpretation <p>Year 2</p> <ul style="list-style-type: none"> • Number and place value • Using units of measurement • Chance • Data representation and interpretation 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Prep</p> <ul style="list-style-type: none"> • Number and place value • Patterns and algebra • Using units of measurement • Shape • Location and transformation <p>Year 1</p> <ul style="list-style-type: none"> • Number and place value • Fractions and decimals • Money and financial mathematics • Patterns and algebra • Using units of measurement • Shape • Location and transformation <p>Year 2</p> <ul style="list-style-type: none"> • Number and place value • Fractions and decimals • Money and financial mathematics • Patterns and algebra • Using units of measurement • Shape • Location and transformation 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Prep</p> <ul style="list-style-type: none"> • Number and place value • Patterns and algebra • Using units of measurement • Data representation and interpretation <p>Year 1</p> <ul style="list-style-type: none"> • Number and place value • Fractions and decimals • Money and financial mathematics • Patterns and algebra • Using units of measurement • Data representation and interpretation <p>Year 2</p> <ul style="list-style-type: none"> • Number and place value • Fractions and decimals • Money and financial mathematics • Patterns and algebra • Using units of measurement • Location and transformation 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Prep</p> <ul style="list-style-type: none"> • Number and place value • Patterns and algebra • Using units of measurement • Shape • Location and transformation <p>Year 1</p> <ul style="list-style-type: none"> • Number and place value • Patterns and algebra • Shape • Location and transformation • Chance • Data representation and interpretation <p>Year 2</p> <ul style="list-style-type: none"> • Number and place value • Patterns and algebra • Using units of measurement • Shape • Location and transformation • Chance • Data representation and interpretation
	3–4	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Number and place value • Using units of measurement <p>Year 4</p> <ul style="list-style-type: none"> • Number and place value • Fractions and decimals • Using units of measurement 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Number and place value • Fractions and decimals • Money and financial mathematics • Shape • Location and transformation • Geometric Reasoning <p>Year 4</p> <ul style="list-style-type: none"> • Number and place value • Fractions and decimals • Money and financial mathematics • Shape • Location and transformation • Geometric Reasoning 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Number and place value • Fractions and decimals • Money and financial mathematics • Patterns and algebra • Using units of measurement • Location and transformation <p>Year 4</p> <ul style="list-style-type: none"> • Number and place value • Fractions and decimals • Money and financial mathematics • Patterns and algebra • Using units of measurement • Shape • Location and transformation 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Number and place value • Fractions and decimals • Money and financial mathematics • Using units of measurement • Shape • Chance • Data representation and interpretation <p>Year 4</p> <ul style="list-style-type: none"> • Number and place value • Fractions and decimals • Money and financial mathematics • Using units of measurement • Shape • Chance • Data representation and interpretation

Curriculum Assessment and Reporting Overview Document

Mathematics	5–7	Unit 1	Unit 2	Unit 3	Unit 4
		<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 5</p> <ul style="list-style-type: none"> Number and place value Fractions and decimals Using units of measurement Chance Data representation and interpretation <p>Year 6</p> <ul style="list-style-type: none"> Number and place value Fractions and decimals Money and financial mathematics Using units of measurement Chance Data representation and interpretation <p>Year 7</p> <ul style="list-style-type: none"> Number and place value Real Numbers Patterns and algebra Using units of measurement Geometric Reasoning Chance Data representation and interpretation 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 5</p> <ul style="list-style-type: none"> Number and place value Fractions and decimals Patterns and algebra Location and transformation Shape Geometric Reasoning Data representation and interpretation <p>Year 6</p> <ul style="list-style-type: none"> Number and place value Fractions and decimals Patterns and algebra Shape Geometric Reasoning <p>Year 7</p> <ul style="list-style-type: none"> Number and place value Real Numbers Linear and non-linear relationships Shape Geometric Reasoning 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 5</p> <ul style="list-style-type: none"> Number and place value Fractions and decimals Patterns and algebra Using units of measurement Shape Location and transformation <p>Year 6</p> <ul style="list-style-type: none"> Number and place value Fractions and decimals Money and financial mathematics Patterns and algebra Using units of measurement Location and transformation <p>Year 7</p> <ul style="list-style-type: none"> Number and place value Real Numbers Money and financial mathematics Patterns and algebra Linear and non-linear relationships Using units of measurement Location and transformation Geometric Reasoning Chance Data representation and interpretation 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 5</p> <ul style="list-style-type: none"> Number and place value Fractions and decimals Money and financial mathematics Location and transformation Geometric Reasoning Chance Data representation and interpretation <p>Year 6</p> <ul style="list-style-type: none"> Number and place value Fractions and decimals Patterns and algebra Location and transformation Geometric Reasoning Chance Data representation and interpretation <p>Year 7</p> <ul style="list-style-type: none"> Real Numbers Money and financial mathematics Linear and non-linear relationships Using units of measurement Location and transformation Geometric Reasoning Chance, Data representation and interpretation

Mathematics	Y8	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — applying the four operations to rational numbers and integers and solving problems Real numbers — making connections between percentages, fractions and decimals, calculating a percentage of a quantity, percentage increase and decrease, discount, profit, loss and GST, and problem solving in a range of contexts including financial situations 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Real numbers — identifying terminating and recurring decimals, linking fractions to terminating and recurring decimals and exploring irrational numbers in relation to Pi Probability — describing and calculating the probability of 'and', 'or', and 'not' events, representing events in Venn diagrams and solving related problems, identifying complementary events and using the sum of probabilities to solve problems 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value - expressing numbers in index notation, establishing the index laws with whole number bases and positive integral indices Patterns and algebra - expanding and factorising algebraic expressions 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Using units of measurement — convert units of measure, revise perimeter and area of parallelograms and triangles, develop formulas for rhombuses, kites trapeziums and circles, calculate the perimeter and area of rhombuses, kites trapeziums and circles, problem solve and reason involving perimeter, circumference and area 	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Patterns and algebra and Using units of measurement, students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Distributive Law — expanding and factorising algebraic expressions Volume of prisms — developing formulas for volume and capacity of rectangular and triangular prisms and prisms, solving volume problems involving rectangular and triangular prisms and converting units of measurement. 	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strand — Geometric reasoning students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Geometry — revising angle properties (co-interior, corresponding, alternate and vertically opposite), exploring congruence, with and without technology, identifying the effect of reflections, rotations and translations on the shape and size of plane shapes, establishing and applying the congruence tests (SAS, AAS, SSS, RHS), constructing congruent triangles, extending congruence of triangles to identify the properties of a range of quadrilaterals and solving problems using the properties of congruent figures, reasoning and generalisations. 	<p>Through the sub-strand — Geometric reasoning students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Statistics — collecting, organising and displaying data, interpreting data displayed in tables and graphs, connecting samples and populations, exploring the effect of sample size, calculating measures of centrality, identifying outliers and their effect on measures of centrality, identifying sources of bias and applying this knowledge to make hypotheses and support conclusions. 	<p>Through the sub-strands — Patterns and algebra and linear and non-linear relationships students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Algebra — applying number laws to algebraic expressions and equations, expanding and factorising algebraic expressions, solving simple linear equations algebraically and graphically, connecting patterns, linear functions, tables of values, graphs and worded statements, plotting coordinates on the Cartesian plane and solving realistic problems, and investigating patterns to develop an algebraic rule.

Curriculum Assessment and Reporting Overview Document

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Mathematics	Y9	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Real numbers — Solving rates problems, simplifying rates, identifying additive and multiplicative patterns in direct proportion, representing rates graphically and algebraically Linear and non-linear relationships — Calculating gradient, calculating the distance between two points on a Cartesian plane using Pythagoras' theorem, calculating the midpoint of a line segment 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Using units of measurement — calculating the area of composite shapes, calculating the surface area and volume of right prisms and cylinders, solving problems involving the surface area and volume of right prisms and cylinders, applying reasoning around volume to design a rainwater collection system for a school 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Patterns and algebra — expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations and find x- and y- intercepts of parabolic functions Geometric reasoning — describe the conditions of similarity, draw scaled enlargements, determine scale factors, interpret scale drawings, assess the similarity of triangles using tests and investigate scale and area 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Pythagoras and trigonometry — apply Pythagoras' Theorem to check if a triangle is acute, right or obtuse, determine unknown side lengths of right-angled triangles, solve problems involving right-angled triangles, apply naming conventions for sides of right-angled triangles, use similarity to investigate the constancy of the sin, cos and tan ratios, investigate patterns in trigonometric ratios, calculate trigonometric ratios using known angle or side length values, calculate unknown side lengths in right-angled triangles, solve problems using trigonometry, and calculate unknown angles in right-angled triangles 	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Geometric reasoning and Pythagoras and trigonometry students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Pythagoras — solving problems involving right-angled triangles including checking if an unknown angle is acute or obtuse; calculating the length of sides. Trigonometry — linking similarity to the constancy of the trigonometric ratios; identifying and describing patterns in trigonometric ratio values; identifying hypotenuse, opposite and adjacent sides; calculating trigonometric ratios; finding unknown side lengths and angles and solving problems. 	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Data representation and interpretation students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Statistics: consolidating techniques of data collection and types of statistical variables, collecting primary and secondary data to investigate an issue, calculating, interpreting and describing statistics from both raw data and data representations using non-digital and digital resources, constructing histograms and back-to-back stem-and-leaf plots and using statistical knowledge to draw conclusions. 	<p>Through the sub-strands — Data representation and interpretation and Chance students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Data reports — investigating how data used in media reports has been obtained to estimate population means and medians and evaluating the validity of statistics used to make estimates of population characteristics in media reports. Probability — calculating relative frequencies, determining outcomes of two-step chance experiments using tree diagrams & array, assigning probabilities to outcomes, determining probabilities of events, including 'and' and 'or' criteria, and organising data and determining relative frequencies in Venn diagrams & two-way tables. 	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Real numbers, Patterns and algebra, Using units of measurements, and Pythagoras and trigonometry students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Time scales — investigating very large and very small timescales, expressing timescales using metric prefixes and scientific notation, converting units of time using the index laws Trigonometry — solving problems involving finding the length of unknown sides in right angled triangles using trigonometry. Algebra — modelling relationships between variables and linking algebraic, graphical and tabular representations of those relationships.

Curriculum Assessment and Reporting Overview Document

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Mathematics	Y10 / 10A	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Pythagoras and Trigonometry - revising Pythagoras' Theorem and solving contextualised problems, applying the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions and solving contextualised trigonometric problems including surveying and orienteering <p><i>10A students will also be taught to:</i></p> <ul style="list-style-type: none"> Solve problems involving Pythagoras' Theorem in 3-D, the sine, cosine and area rules, the unit circle, trigonometric functions and periodicity. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Chance — describing the results of two- and three-step chance experiments, assigning and determining probabilities including conditional probability and investigating the concepts of dependence and independence <p><i>10A students will also be taught to:</i></p> <ul style="list-style-type: none"> Evaluate media statements and statistical reports (e.g. the appropriateness of sample size, sampling methods and methods of display). 	<p>Students develop understandings of:</p> <p>Linear and non-linear relationships — explore connections between algebraic and graphical representations, make generalisations in relation to parallel and perpendicular lines, identify the solution to two intersecting linear equations, apply graphical and substitution methods to find solutions and solve contextualised problems</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Algebraic fractions — apply the four operations to algebraic fractions; manipulate expressions and equations to solve problems involving algebraic fractions Monic quadratics — apply the rules of expanding and factorising to quadratics; choose appropriate methods to factorise quadratic expressions; formulate and solve real life problems involving monic quadratic expressions and equations; adapt graphing techniques to solve problems involving monic quadratics Relations — make connections between functions and their transformations; represent relations accurately using graphical techniques; extend application of graphing techniques from linear functions to parabolas, circles and exponential functions <p><i>10A students will also be taught to:</i></p> <ul style="list-style-type: none"> Patterns and algebra - apply the rules of expanding and factorising to quadratics, choose appropriate methods to factorise quadratic expressions, formulate and solve real life problems involving quadratic expressions and equations, adapt graphing techniques to solve problems involving monic quadratics <p>Linear and non-linear relationships - apply the index laws to irrational numbers and manipulate expressions and equations to solve problems involving irrational numbers</p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Patterns and algebra, linear and non-linear relationships and data representation and interpretation students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Data representation - determining five number summaries and interquartile range, comparing data sets using box plots, making comparisons between box plots, histograms and dot plots, investigating the relationships between two continuous variables using scatterplots, investigating and describing bivariate numerical data where the independent variable is time and evaluating statistical reports in the media and other places. <p><i>10A students will also be taught to:</i></p> <ul style="list-style-type: none"> compare data sets using standard deviation make predictions using a line of best fit. 	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Using units of measurement, Geometric reasoning, Patterns and algebra, Linear and non-linear relationships students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Geometric proofs — formulating proofs using knowledge of angles, lines, similarity and congruence Measurement — solving problems (algebraically and using digital technologies) involving surface area and volume Conics — representing algebraic relationships (parabolas and circles) graphically on the Cartesian plane. <p><i>10A students will also be taught to:</i></p> <ul style="list-style-type: none"> apply proofs to circles sketch and describe hyperbolas. 	<p>Through the sub-strands — Using units of measurement, Geometric reasoning, Patterns and algebra, Linear and non-linear relationships students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Linear and non-linear relationships — using simple interest as the introduction to compound interest to solve various problems and using compound interest to assist in understanding exponential patterns (growth and decay) <p><i>10A students will also be taught to:</i></p> <ul style="list-style-type: none"> solve index equations using trial and error, digital technologies and logarithms simplify relationships using index rules including those with fractional indices. 	<p>Through the sub-strands — Real numbers, Patterns and algebra, Linear and non-linear relationships, Using units of measurement, Pythagoras and trigonometry, students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Polynomials — sketching quadratics and polynomials using a table of values, key features such as x- and y-intercepts and the general shape of particular functions, and solving problems, with and without technologies, in a range of situations including those involving trigonometry, surface area and volume and developing a model to describe the relationship between variables in a problem situation. <p><i>10A students will also be taught to:</i></p> <ul style="list-style-type: none"> solve problems involving exponential equations.

BABINDA P-12 STATE SCHOOL – SCIENCE KLA PLAN

REPERTIORES OF PRACTICES UNDERPINNING SCIENTIFIC MASTERY

See Science Everyday

Students are interested in and understand the world around them and the influence of science in everyday life.

Make Informed Decisions

Students are able to engage in discussions of and about science matters and to make informed decisions about the environment and their own health and wellbeing.

Knowledge over Time

Students are aware of the development of scientific knowledge over time.

Fair Testing

Students can identify and investigate questions using scientific inquiry and fair testing principles.

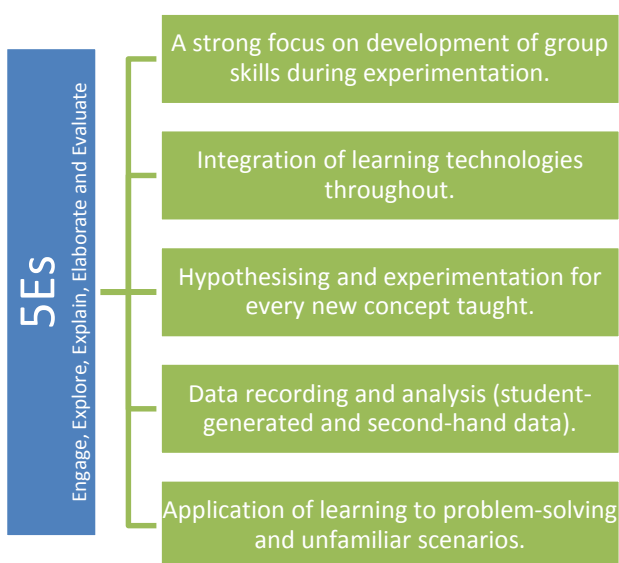
Analyse, Interpret & Communicate

Students are able to draw evidence-based conclusions by analysing, interpreting and communicating data and are sceptical and questioning of claims made by others.

ASSUMPTIONS ABOUT SCIENCE TEACHING

- Every class in this KLA will have access to either a lab or an appropriate set of lab equipment.
- Every new concept taught will include a practical component incorporating fair testing principles.
- Every lesson will contain analytical and evaluative components.
- Every lesson will include connections to and applications in the outside world.
- Every lesson will cater for students' individual learning needs and preferences.

KEY ELEMENTS OF A BALANCED SCIENCE PROGRAM



SCHOOL RECOMMENDED RESOURCES

Junior Primary	
Upper Primary	
Junior Secondary	Rickard, G. & Geelan, D. (2009). Science Ways 1. Pearson Australia: Melbourne, VIC. Rickard, G. & Geelan, D. (2010). Science Ways 2. Pearson Australia: Melbourne, VIC. Linstead, G. (2012). Pearson Science 9 S.B. Pearson Australia: Melbourne, VIC. Linstead, G. (2012). Pearson Science 10 S.B. Pearson Australia: Melbourne, VIC. Chandler, N. (1999). Queensland Science 3. Longman Australia: Melbourne, VIC. Pereira, F. (2005). Science student's practical exercise book. Bindaree Publishing: Fyshwick, ACT.
Senior	

CURRICULUM SCOPE AND ALIGNMENT - SCIENCE

YEAR LEVEL – UNIT ORGANISATION BY KEY LEARNING AREA

		Unit 1	Unit 2	Unit 3	Unit 4
Science	P-2	Biological Sciences The living world In this unit students identify that living things have basic needs including food and water; and have a variety of external features. They describe how living things change as they grow. Students understand that the needs of living things are met in the different places in which they live and suggest actions to improve the health of a habitat for living things.	Chemical Sciences Mastering Materials In this unit, students investigate the properties of materials and ways of changing the properties. They identify the materials and purposes of objects. They describe the properties of materials and draw conclusions about the selection of particular materials according to their properties and purpose. They will investigate how materials can be physically changed and combined, thereby, changing the properties of materials and the purposes for which they can be used.	Earth and Space Sciences The Earth and Us In this unit, students will investigate a variety of landscapes and ways in which people interact with the landscape. Students will explore familiar phenomena, including weather and the effect of weather on living things, including people's clothing and activities. Students will compare and describe changes that occur in the features of the day sky and landscape with the night sky and landscape. Students will consider resources of the Earth and the importance of conserving them. They will describe how Earth's resources are used and actions that can be taken to conserve them.	Physical Sciences Toy World In this unit students understand that science involves exploring and observing using the senses. They use their senses to observe the movement of objects and to investigate sources of light and sound, and how light and sound are used in everyday life, including how changes can be made to light and sound effects. Students gather information about factors influencing movement through hands-on investigations, including how pushes and pulls are used in their daily lives. Students pose questions, make predictions and describe what happens when changes are made to the movement of an object or to light or sound effects in an object. They share ideas and represent what they observe. Students have the opportunity to apply and explain science knowledge in a familiar situation, such as making a toy.
	Set 1				
	Set 2				
	Set 3				

		Unit 1	Unit 2	Unit 3	Unit 4
Science	3–4	Biological Sciences Life and living In this unit students describe observable features and use these to classify living and non-living things. Students will investigate life cycles. They will make predictions about human impact on living things and examine relationships between living things and their dependence on the environment. Students predict the effect of changes on living things and possible consequences to species survival.	Chemical Sciences Properties Matter In this unit students will investigate the properties of solids and liquids including the effect of adding and removing heat. Students will evaluate how adding and removing heat affects materials in everyday life. Students investigate a range of properties of familiar materials and consider how these influence their selection and use.	Earth and Space Sciences Rockin' the Earth and Sky In this unit, students will demonstrate their knowledge of the Earth's rotation on its axis in relation to the position of the Sun to suggest explanations for everyday observations including shadows, day and night and length of days. Students will make predictions using their prior experiences and collect and present data to help answer questions. They will explore natural processes and human activity which cause weathering and erosion of the Earth's surface. Students will relate this to their local area and predict how natural processes and human activity may affect future erosion. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.	Physical Sciences Physics Phenomena In this unit students investigate physical science concepts and use their knowledge to create a games event. Students explore ways by which heat is produced and use thermometers to measure heat. They study the behaviour of heat as it moves from one object to another and use this knowledge of the behaviour of heat to explain everyday occurrences. Students investigate and demonstrate how objects are affected by contact and non-contact forces. They use this knowledge to create a game involving forces. Students consider how to conduct investigations of heat and forces safely. They make predictions using their science knowledge and identify how science knowledge helps people understand the effects of their actions. They recognise that Aboriginal peoples and Torres Strait Islander peoples traditionally used knowledge of heat and forces in their everyday lives.
	Set 1				
	Set 2				

		Unit 1	Unit 2	Unit 3	Unit 4
Science	5-7	Biological Sciences Diversity and Interaction in the Living World In this unit students examine the structural features and adaptations that assist living things to survive in their environment. They investigate the relationship between the growth and survival of living things and the physical conditions of their environment. Students will explore human impact on the environment and implications of these for the growth and survival of living things. They also classify organisms, constructing and using dichotomous based on the physical characteristics. Students examine feeding relationships between organisms within ecosystems. They identify how human activity can impact food webs in the marine environment.	Chemical Sciences Matter, Cycles and Change In this unit students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They apply their understanding of the properties of matter to evaluate safety considerations and signage. Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They apply their understanding of reversible and irreversible changes to processes involved in recycling materials. Students also distinguish the differences between pure substances and mixtures and plan appropriate methods to separate mixtures. Students will understand applications of science understandings of evaporation by Indigenous peoples' of Australia. Students will pose questions; make predictions to inform investigations conducted to gain understandings of materials, how they change and how they can be separated from mixtures.	Earth and Space Sciences Earth and Beyond In this unit, students will describe the key features of our solar system. They will discuss how people have contributed science knowledge to space exploration. They will explore the place of Earth in the solar system and then use this knowledge to look for patterns and relationships between components of this system. They explore predictable phenomena such as eclipses, tides, phases of the moon and the seasons. They will examine different cultural understandings, and how scientific understandings of space have changed over time due to developments in technology. Students will explore how sudden geological and extreme weather events can affect Earth's surface and consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected. They will gather, record and interpret data relating to space and the solar system and to Earth, such as weather, climate and weather events. Students explore the ways in which people use scientific observations to prepare for disaster in Australia and throughout Asia.	Physical Sciences Show Physics In this unit students investigate the properties of light and the formation of shadows. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices. Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and evaluate personal and community decisions related to use of different energy sources and their sustainability. Students will investigate balanced and unbalanced forces and the effect these have on the motion of an object. They explore the effects of gravity and relate centre of gravity to movement. Students investigate the impact of friction on a moving object and the forces involved in simple machines. They consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations. Students investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety.
	Set 1				
	Set 2				
	Set 3				

BABINDA P-12 STATE SCHOOL – HUMANITIES KLA PLAN

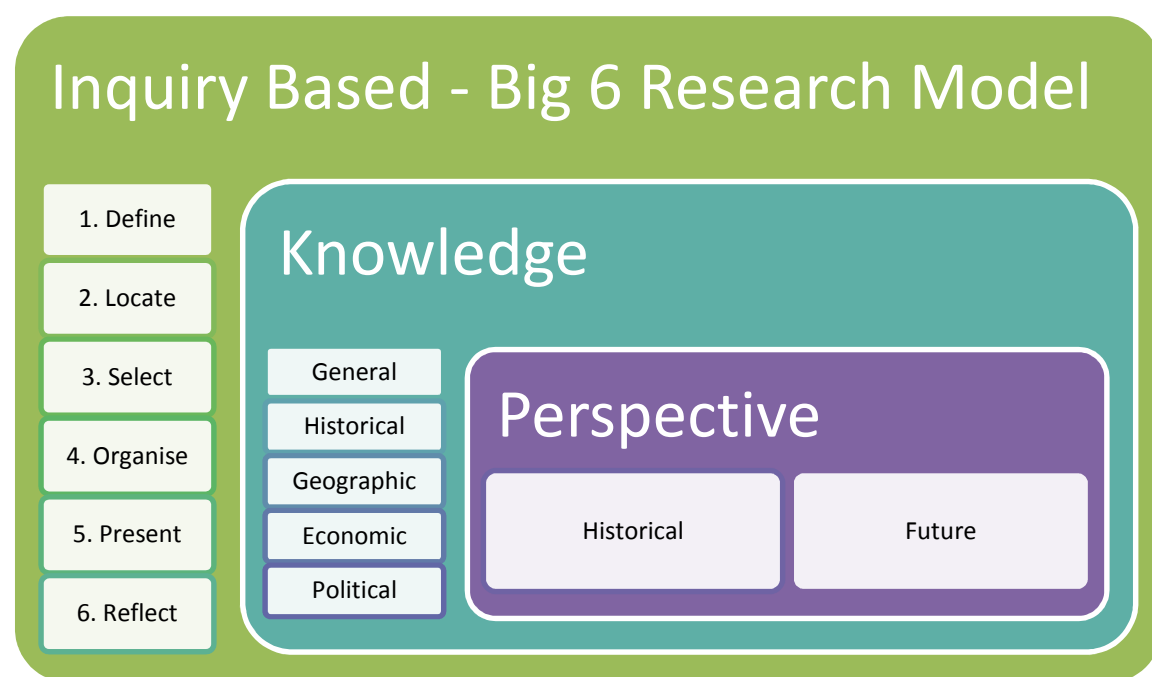
REPERTOIRES OF PRACTICES UNDERPINNING SUBJECT MASTERY

Australia's Position	Globally Connected	Inquiry Based	Active Participation
Students appreciate Australia's distinctive path of social, economic and political development, and its position in the Asia-Pacific region	Students adopt a globalized approach and discover Australia's place in it	Students are able to draw evidence-based conclusions by analysing, interpreting and communicating data/research and are sceptical and questioning of claims made by others.	Students are involved in identifying actions that could be an outcome of their study and implementation of those actions if appropriate.

ASSUMPTIONS ABOUT HUMANITIES TEACHING

- Every lesson will include the development of general knowledge and skills to support writing development
- Aspects of emerging learning technology are used to create media enriched learning that engage youth and are personally relevant and meaningful for students
- Lessons will acknowledge past and present experiences of Aboriginal and Torres Strait Islander peoples

KEY ELEMENTS OF A BALANCED HUMANITIES PROGRAM



SCHOOL RECOMMENDED RESOURCES

Junior Primary	
Upper Primary	
Junior Secondary	
Senior	

CURRICULUM SCOPE AND ALIGNMENT - HUMANITIES

YEAR LEVEL – UNIT ORGANISATION BY KEY LEARNING AREA

		Unit 1	Unit 2
History	P-2	<p>Exploring Historical Events and Developments</p> <p>Exploring my family history</p> <ul style="list-style-type: none"> • Historical Understandings • Continuity and change • Cause and effect • Significance <p>Inquiry questions:</p> <p>PREP</p> <p>What is my history and how do I know?</p> <p>YEAR 1</p> <p>How do we describe the sequence of time?</p> <p>How has family life changed or remained the same over time?</p> <p>YEAR 2</p> <p>How have changes in technology shaped our daily life?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • use historical terms to describe the passing of time • pose questions about the past to gather information about significant events in their personal history and the history of their family • explore a range of sources to distinguish between past, present and future • locate information in sources to compare the differences and similarities between students' daily lives and their parents' daily lives • examine a range of sources to compare how families and family structures have changed and remained the same over time • examine sources such as objects and artefacts to identify the impact of changes in technology on daily life • communicate understandings by sequencing significant events and objects and by recounting information using terms that describe the passing of time. 	<p>Examining the Experiences of People in the Past</p> <p>Exploring my local community</p> <p>Historical Understandings</p> <ul style="list-style-type: none"> • Continuity and change • Cause and effect • Perspectives • Empathy • Significance <p>Inquiry questions:</p> <p>PREP</p> <p>What stories do other people tell about the past?</p> <p>How can stories of the past be told and shared?</p> <p>YEAR 1</p> <p>What aspects of the past can you see today? What do they tell us?</p> <p>How can we show that the present is different from or similar to the past?</p> <p>YEAR 2</p> <p>What remains of the past are important to the local community and why?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • examine a range of sources to distinguish how the past is different from the present • pose questions about the experiences of people in the local community • use sources to identify the history and ongoing significance of an important local site with parents, grandparents and community members • listen to and appreciate the role of family stories and recognise how the past is communicated across generations • explore a range of sources to examine family stories and stories about the local area and significant community members • examine the points of view of older community members about change in the local community and respond empathetically to the experiences of others • communicate understandings by developing a multimodal presentation and using terms that describe the passing of time.

		Unit 1	Unit 2
History	3-4	<p>Exploring Historical Events and Developments</p> <p>Celebrating and commemorating our history</p> <p>Historical Understandings</p> <ul style="list-style-type: none"> • Cause and effect • Continuity and change • Sources • Significance • Perspectives <p>Inquiry questions:</p> <p>YEAR 3</p> <p>How and why do people choose to remember significant events of the past?</p> <p>YEAR 4</p> <p>Why did the great journeys of exploration occur?</p> <p>Why did the Europeans settle in Australia?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • explore the significance and origins of celebrations and commemorations within Australia and around the world • pose questions about the enduring significance of these events and how they are celebrated • recognise point of view in sources and different perspectives within celebrations and commemorations celebrated by Aboriginal peoples and Torres Strait Islander peoples • recognise connections between world history events and the history of Australia • identify sources to locate reasons for European exploration across the world and colonisation within Australia • locate information in sources to explore the causes and effects of changes that occurred during the process of exploration and colonisation, including the First Fleet • sequence key events related to exploration and colonisation of Australia • use sources to examine the actions and responses of Aboriginal Peoples and Torres Strait Islander Peoples in relation to the arrival of the First Fleet • use historical terms to examine the significant events in the Age of Discovery and British colonisation of Australia • communicate understandings to explain the significance of special events and the role of symbols and emblems through an historical narrative. 	<p>Examining the Experiences of People in the Past</p> <p>Exploring the history of people in the local community</p> <p>Historical Understandings</p> <ul style="list-style-type: none"> • Cause and effect • Continuity and change • Sources • Empathy • Perspectives <p>Inquiry questions:</p> <p>YEAR 3</p> <p>What is the nature of the contribution made by different groups and individuals in the community?</p> <p>How has our community changed? What features have been lost and what features have been retained?</p> <p>Who lived here first and how do we know?</p> <p>YEAR 4</p> <p>What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?</p> <p>What was the nature and consequence of contact between Aboriginal Peoples and Torres Strait Islander Peoples and early traders, explorers and settlers?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • recognise the historical features and diversity of their community • pose a range of questions about the past to elders and members of their community to explore people's experiences of change and continuity in the local area • explore the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area • identify sources to conduct research about the histories, cultures and lives of Aboriginal peoples and Torres Strait Islander peoples in the local area before the arrival of Europeans • locate information in sources to describe the stories of different groups and the contributions they made to the local community from the perspectives of different groups or individuals • identify different points of view in sources to explore the daily lives of people and communities • use sources to examine the nature of contact between the Aboriginal peoples and Torres Strait Islander peoples and early traders, explorers and settlers • appreciate the longevity and richness of the history of Aboriginal peoples and Torres Strait Islander peoples • use findings from research to develop a multimodal presentation that uses historical terms.

		Unit 1	Unit 2	Unit 3
History	5-7	<p>Exploring Historical Events and Developments Exploring the changes that shaped Australia and other societies (Greece) Historical Understandings</p> <ul style="list-style-type: none"> • Cause and effect • Continuity and change • Sources (Evidence — Year 7) • Significance <p>Inquiry questions:</p> <p>YEAR 5 How did an Australian colony develop over time and why? How did colonial settlement change the environment? What were the significant events and who were the significant people that shaped Australian colonies?</p> <p>YEAR 6 Why and how did Australia become a nation? How did Australian society change throughout the twentieth century?</p> <p>YEAR 7 Why and where did the earliest societies develop? In this unit, students:</p> <ul style="list-style-type: none"> • identify questions to investigate the nature of the colonial presence in Australia and the significant changes and events that occurred during the 1800s • identify and locate a range of relevant sources to explore the establishment and growth of the colonies and the impacts of colonisation, including on the environment and daily life • sequence key events to demonstrate an understanding of the significance of colonisation and the development of Australia as a nation, including Federation • compare information from a range of sources to examine the changes in Australian society throughout the nineteenth and twentieth centuries • investigate the ancient past, in particular, the establishment and development of ancient Greece • explore the role of citizens and understand that democracy was a significant idea that emerged in Athenian society • examine the influence of ancient Greece on Australian society today • develop a historical narrative, based on information identified from a range of sources, and using historical terms and concepts to communicate changes that shaped a society 	<p>Examining the Experiences of People in the Past Investigating the diversity of people in Australia and other societies (China) Historical Understandings</p> <ul style="list-style-type: none"> • Perspectives • Cause and effect • Continuity and change • Sources (Evidence — Year 7) • Empathy • Significance <p>Inquiry questions:</p> <p>YEAR 5 What do we know about the lives of people in Australia's colonial past and how do we know? What were the significant events and who were the significant people that shaped Australian colonies?</p> <p>YEAR 6 Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society?</p> <p>YEAR 7 What emerged as the defining characteristics of ancient societies? In this unit, students:</p> <ul style="list-style-type: none"> • identify questions to inform an historical inquiry about experiences of citizenship and democracy for different groups throughout the twentieth century, including the stories of Aboriginal peoples and Torres Strait Islander peoples, migrants, women and children • appreciate how Australians came to live together and be governed over time • identify and locate a range of sources to explore narratives from oral and written histories and identify the contributions of significant groups or individuals in shaping Australian society • use a range of sources to pose questions about the reasons for migration and the contributions of individuals and groups to Australia's development • sequence significant people and events involved in and affecting migration to Australia and the development of the Australian society • locate and compare information from a range of sources to explain the experiences of Australian democracy and citizenship from the perspectives of different groups and individuals • investigate the significant beliefs, values and practices of Ancient Chinese society and identify similarities and differences with Aus • investigate key groups and individuals in Ancient Chinese society and compare with significant groups and individuals in early Australian society • develop texts that incorporate source materials and use historical terms and concepts • communicate understandings gained through research in the form of a multimodal presentation. 	<p>Year 7 additional study (10 hours) Investigating the Ancient Past Historical Understandings</p> <ul style="list-style-type: none"> • Evidence • Perspectives • Empathy • Significance • Contestability <p>Inquiry questions:</p> <p>YEAR 7 How do we know about the ancient past? What have been the legacies of ancient societies? In this unit, students:</p> <ul style="list-style-type: none"> • identify the tools, techniques and methods used by historians and archaeologists to investigate the past • explore the range of sources that can be used in an historical investigation and the usefulness of these sources • investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists • appreciate the importance of conserving remains of the ancient past.

SOSE units to be followed from school portal site

BABINDA P-12 STATE SCHOOL – TECHNOLOGY KLA PLAN**REPERTOIRES OF PRACTICES UNDERPINNING TECHNOLOGY MASTERY****Utility Awareness**

Students have a strong knowledge of the attributes of materials/ skills and the timeliness and appropriateness of their use.

Workforce Readiness

Students have a thorough knowledge of the relevant job standards and workplace safety practices to enter employment.

Design Solutions

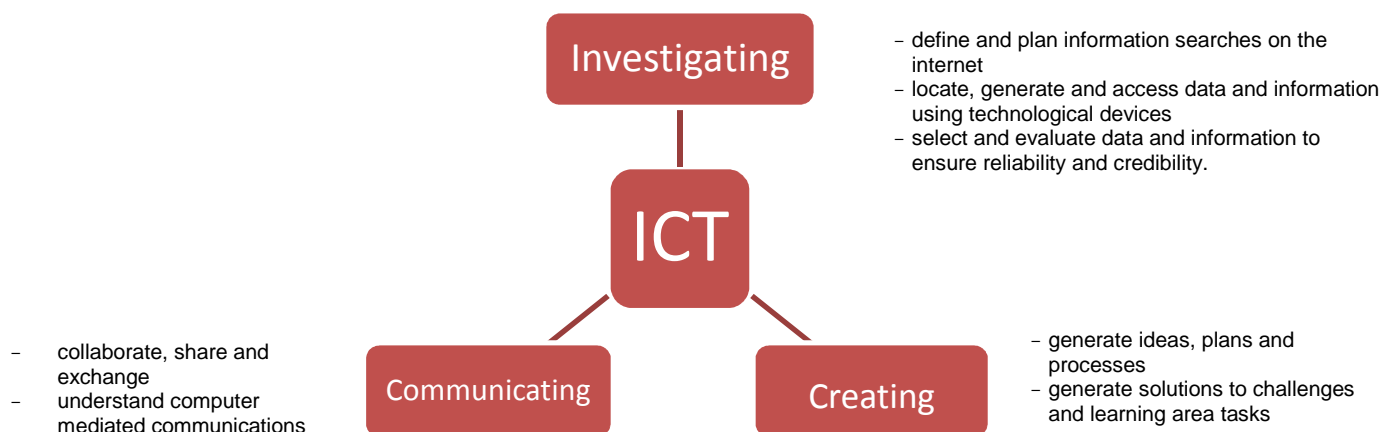
Students are able to make informed decisions to create well designed solutions for challenging problems.

Production Quality

Students are able to demonstrate and articulate how a quality product is created.

ASSUMPTIONS ABOUT TECHNOLOGY TEACHING

- Students should practice workplace, health and safety procedures through all activities
- Students should apply appropriate resources to design a solution to a problem
- Connections should be made to applications in the outside world.
- Learning should maintain currency with contemporary technologies and practices

KEY ELEMENTS OF A BALANCED INFORMATION COMMUNICATION TECHNOLOGY PROGRAM**KEY ELEMENTS OF A BALANCED GRAPHICS, INDUSTRIAL DESIGN, HOME ECONOMICS PROGRAMS**

CURRICULUM SCOPE AND ALIGNMENT - TECHNOLOGY

YEAR LEVEL – UNIT ORGANISATION BY KEY LEARNING AREA

Technology units to follow sequence of school portal site

BABINDA P-12 STATE SCHOOL – HPE KLA PLAN

REPERTOIRES OF PRACTICES UNDERPINNING HPE MASTERY

Sport Development

Underlying Values:

- Encouragement
- Strategy
- Teamwork
- Sportsmanship
- Fitness

Outdoor Studies

Underlying Values:

- Leadership
- Improve Student Self Worth
- Independence
- Resilience to Adversity
- Challenge

Health Studies

Underlying Values:

- Health
- Nutrition
- Safety

Career / Relationship Studies

Underlying Values:

- Awareness
- Preparedness
- Resilience
- Strategy
- Planning

ASSUMPTIONS ABOUT HPE TEACHING

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KEY ELEMENTS OF A BALANCED PHYSICAL EDUCATION PROGRAM

Isolated Skillset Development

- With/out apparatus students perform movements/ techniques necessary for play

Modified Apparatus and/or Rules

- Teacher modifies game to improve student participation, strategy and skills

Game Sense

- Students learn in, about or through the medium of sport play

Full Game Play

- Students showcase skillsets and values through competitive/ collaborative play

Coaching/ Referee

- Students encourage and analyse sport through role play

KEY ELEMENTS OF A BALANCED HEALTH, CAREERS AND RELATIONSHIPS EDUCATION PROGRAMS

Health**Self Awareness****Social Awareness****Community Awareness****Relationships****Self Esteem****Resilience****Support****Careers****Awareness****Planning and Preparedness****Strategy**

CURRICULUM SCOPE AND ALIGNMENT - HPE

YEAR LEVEL – UNIT ORGANISATION BY KEY LEARNING AREA

BABINDA P-12 STATE SCHOOL – ARTS KLA PLAN**REPERTOIRES OF PRACTICES UNDERPINNING TECHNOLOGY MASTERY****Sensory Learning**

- Engaging the senses to enable students to understand the aesthetics of their own and others' cultures
- Enjoying, responding to and making judgments about experiences
- Interacting with the sensory aspects of the world

Physical Learning

- Control and mastery through repetition and practice that develops muscle memory
- Fine and gross motor skills, coordination and spatial awareness
- Physical skills and techniques relevant to arts disciplines

Cognitive Learning

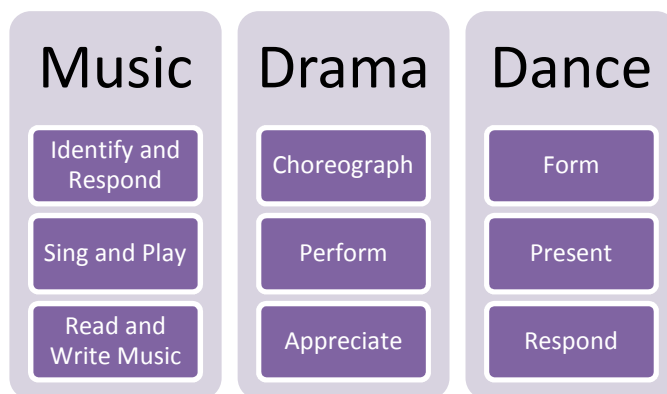
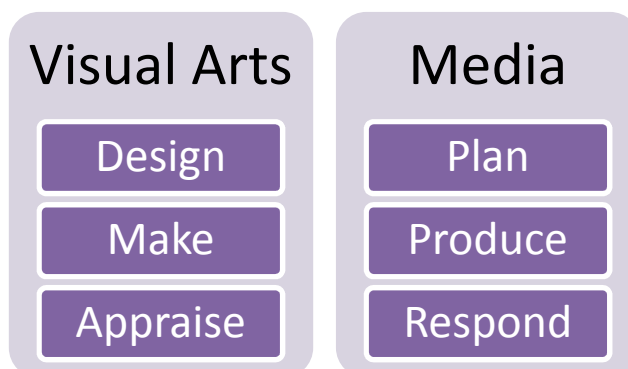
- Using complex thinking skills and problem-solving and research skills.
- Developing intuitive, creative and imaginative abilities
- Knowing procedures and skills and automatically and rapidly applying thought processes
- Using the techniques, symbol systems and processes that are central to each of the arts.

Social Learning

- Interactive skills and confidence in social situations
- Group dynamics and negotiating within groups as students work towards a shared goal
- Personal feelings and emotional responses when engaging in and reflecting on arts experiences.

ASSUMPTIONS ABOUT ARTS TEACHING

- Opportunities should be provided to participate in extra-curricular activities to enhance these skills and students will perform/ present the work of these activities.
- Opportunities should be provided to showcase student performance/ creative skills
- Roadshow activities like Queensland Arts Council etc. should be used as appropriate for opportunities to raise career/ skill awareness.

KEY ELEMENTS OF A BALANCED PERFORMANCE ARTS PROGRAM**KEY ELEMENTS OF A BALANCED CREATIVE ARTS PROGRAM**

CURRICULUM SCOPE AND ALIGNMENT - ARTS

YEAR LEVEL – UNIT ORGANISATION BY KEY LEARNING AREA

Use old portal site for scope and sequence

BABINDA P-12 STATE SCHOOL – LOTE KLA PLAN

REPERTIORES OF PRACTICES UNDERPINNING LOTE MASTERY

ASSUMPTIONS ABOUT LOTETEACHING

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KEY ELEMENTS OF A BALANCED LANGUAGES OTHER THAN ENGLISH – JAPANESE PROGRAM

HIGHER ORDER THINKING SKILLS – SCOPE OF STRATEGIES

Example Cooperative strategies

1:2:4 - Think, Pair, Share

1:4:P:C:R - Write your individual ideas **4**: Discuss in fours **P**: Publish a combined product from the group of four **C**: Circle the room and discuss ideas/products of others **R**: Return and Refine.

3 Step Interview - students in each group take part in three separate discussions, or interviews.

To establish this strategy:

1. Divide into teams of four, numbering the members from 1 to 4.

2. Introduce a discussion topic

3. The three steps then are introduced, with perhaps 2-3 minutes being allocated to each step. The steps are:

Step 1: Nos. 1 and 2 interview each other. Nos. 3 and 4 interview each other.

Step 2: Nos. 1 and 3 interview each other. Nos. 2 and 4 interview each other.

Step 3: The 4 members then discuss the topic, and attempt to reach a consensus.

Academic Controversy- In groups of four, students engage in a process that challenges them to justify their beliefs on a specific issue.

Continuum - Students line out across the room according to their level of support for a particular statement or issue.

Expert Jigsaw - Develop home teams for a task, students then split into expert teams to learn necessary skills before returning to their home teams to complete the task

Group Crossover - Form three concentric circles, with the No.1's in the outer, the No.2's in the middle, and the No.3's within the inner circle.

Form the 'starting' teams by aligning groups of three from the different circles.

Step 1: Rotation to the next groups is then accomplished by:

Step 1: moving the No.1's to the left;

Step 1: leaving the No.2's in the same place; and moving the No.3's to the right.

Round Robin — all members contribute their ideas to a scribe who writes on a single sheet which is passed around the room to different groups

Hot Potato - In a Round Robin, all members contribute their ideas to a scribe who writes on a single sheet. In Hot Potato, each member records ideas on their own sheet, before passing it on.

Human Bingo- The teacher places the criteria for the nine squares (or four, or sixteen if they wish) on display in front of the class, and explains each square before the activity begins. Students draw up a blank bingo sheet on their own paper. They then move around the room, and attempt to complete their bingo sheet by filling in the names of other people in the class who qualify for each of the criteria. Students are usually offered three or four minutes to fill in all of the squares.

Listening Box - A window, containing four smaller sections, is drawn by the students in the corner of their work page. They then walk around and share their work. When the listener listens to someone else, he/she colours in one section of his/her window. This activity encourages students to genuinely listen to the ideas of others in their class. It is suitable for virtually any work that is completed individually, which may include written stories, mini-projects, maths problems, science experiments, design constructions.

Numbered Heads - To implement this activity: Divide the class into teams of four members. Assign the numbers 1, 2, 3 and 4 to the members of each team. If there are extra students, then create teams of five, and ask two students to share the '4' role. The teacher then directs a question to all of the teams. Each team discusses the question, and attempts to reach consensus on the answer. The teacher then calls out a number between 1 and 4, such as 3, and all 3's then raise their hand to provide their team's answer. After receiving the correct answer, the teacher moves on to other questions. The four numbers are chosen at random during usage of this strategy.

Paired Interviews - Q.1. What have you done so far? Q.2. What is your favourite part? Q.3. What will you do next?

Seesaw (Teeter-Totter) - Students sit in pairs, and continue to take turns back and forth on giving answers to a question.

The Silent Card Shuffle

Step 1: Silent Card Shuffle - Each group opens the envelope and spreads out the cards and without talking; they then rearrange the cards to complete the task (sequencing, classifying, matching or mapping/positioning)

Step 2: Justify and Refine - As each group completes the task, the members may talk to each other and ask for explanation or justification for the positioning of certain cards. Changes may be made at this stage.

Step 3: Circle and Observe - The teacher now needs to orchestrate the movement of the groups so that they are able to visit the other tables and discuss what they notice. They may not touch the cards.

Step 4: Return and Refine - Each group returns to their home table, and based on what they observed and discussed in the visits to other tables they decide whether or not to make any refinements.

Step 5: Teacher Debriefing - This would be conducted according to the preferred style of the teacher.

Simple Jigsaw - Teams of four, with each member assuming responsibility for a specific task.

Telephone - students transmit information to other team members to ensure their team's success. This strategy takes advantage of a learning process that would be very familiar to teachers within their own teaching role ie you will tend to remember information more carefully if you have to teach it to someone else at a later stage.

Triads - Students form into groups of three. Two of them complete the task, and the third provides a support role by observing and feeding back on his/her group's efforts

P.M.I. - PMI stands for 'Plus/Minus/Implications'. It is a valuable improvement to the 'weighing pros and cons' technique used for centuries.

Sound Off - Students use concepts or facts to write 2 rhyming lines of approximately 11 syllables each. These are 'sung' to the marching sound off

Corners - Develops discussion around points of view and justification. Students work in co-operative groups in different corners of the room to discuss a topic. Findings are then presented to the class.

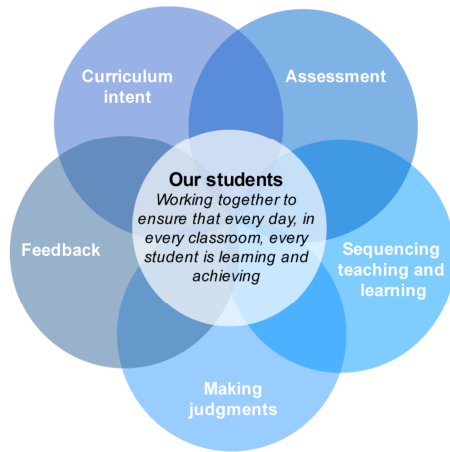
Blooms Taxonomy	Example Cognitive Strategies
Remember	KWL - First two columns (What I Know; What I Want To Find Out) are completed at the start of a lesson/ unit. The third column (What I Have Learnt) is completed at the end of the unit/ lesson. Picture Strips - A visual display of a concept or series of events using pictures either created or drawn from another medium.
Understand	Different Uses - List some creative / different uses for a specific object. Metaphors - Attempt to find metaphors for some of your more difficult concepts and validate them by determining appropriate attributes. Mindmaps - Highly effective graphic organiser. Information is placed in a visual and colourful format, rather than in a strict linear order. T Charts - e.g compare or contrast graphic organiser Y Chart - (looks like, sounds like, feels like) encourages students to move from concrete descriptions to abstract descriptors. Freeze Frame - In small groups, students depict their understanding of a concept by providing 3 snapshots of the concept. The snapshot must be silent and motionless. TWERP - T think first, W write (something), E explain it to someone else and listen to feedback, R refine your original writing, P Publish the final draft
Apply	180 Degree - State your present point of view or opinion then argue from a 180-degree turnabout (i.e. give the opposite point of view or argument). The Ridiculous Statement/Key - Purposely offer a ridiculous statement, and challenge students to justify its worth. What If? - encourages students to consider the consequences of various actions, and to stimulate a large bank of interesting outcomes Reciprocal Teaching - where a teacher and a group of students take turns in leading a dialogue aimed at revealing the meaning of a text. OPV – Other Peoples Views - List the stakeholders involved, then, find out and describe their views. Not limited to the students in the classroom, they should also include the views of personalities from the outside world, particularly parties involved or affected by the action. Question Key Start with the answer, and try to list 5 questions, which could be linked with that answer only. An excellent break from the pattern of the teacher asking all of the questions. Students still need to demonstrate a solid knowledge base.
Analyse	Disadvantages/Improvements Extent Barometer - To what extent was A responsible for the events at? So, What's the Problem? - State the problem. List ten or more sub-problems. Select five of these sub-problems. Create two solutions per sub-problem. Generate criteria by which to accept the solutions. Apply the Decision-Making Matrix SWOT Analysis - Graphic organiser to identify strengths, weaknesses, opportunities and threats. Venn Diagrams - compare and contrast using connecting circles as a graphic organiser
Evaluate	2Q Q.1. What did I / we do well? Q.2. What could I / we have done differently? PCQ - (Pros, Cons, Questions) Decision Making Matrix - Use a table to score and value choices based on all factors
Create	The BAR strategy - is an acronym of three words: B - Bigger, A - Add, R - Replace Forced Relationships - Find highly creative solutions to a problem by using an object not normally associated with the problem. Ideas Matrix - This strategy develops innovative ideas by combining two unrelated objects in some way. To commence, draw a simple matrix, and choose your particular topic or subject area. Down the left-hand side, list the names of objects commonly associated with the topic, while along the top, name some totally random objects not normally associated with that topic (eg socks and sticky tape). The purpose is then to create new products by combining the concepts of each 'pair' of words in the matrix. Picture Key - Draw a random image, and ask the students to name something that the image could possibly represent Reverse Listing - Reverse your thinking by developing lists of things that cannot be done, or will never exist. SCAMPER - Follow this process with an object, topic, text etc - Substitute, Combine, Adapt, Modify, Magnify, Minify, Put to other Uses, Eliminate, Re-arrange Random Word - Choose a stimulus picture (candle, butterfly, joker etc), brainstorm and write a list of all the ideas or things that you associate with the picture, choose an everyday object (umbrella, biro, etc) and one idea from your list to spark an innovative modification to the object.

PLANNING FOR LEARNING PROCESS

Babinda P-12 State School													
Dimensions of Teaching and Learning													
Curriculum Intent		Assessment		Sequencing Teaching and Learning		Making Judgments		Feedback					
Is what we want students to know, understand and be able to do.		The evidence on which judgments about student learning are made in order to inform future teaching and learning.		The relationship between what is taught and how it is taught in order to maximise student learning.		Teachers and students using standards to make evidence-based judgments in order to monitor and inform the next steps for learning.		Information and advice provided by a teacher, peer, parent or self about performance aimed at improving learning.					
Planning we do: <ul style="list-style-type: none">✓ Align with mandated curriculum:<ul style="list-style-type: none">• ACARA (C2C)• Senior Syllabus• Essential Learnings• Year 10 Guidelines• SAS✓ Align with Whole School Curriculum, Assessment and Reporting Plan.✓ Engage in Professional Learning✓ Professional Standards for Teachers		Planning we do: <ul style="list-style-type: none">✓ Alignment with curriculum intent, teaching and learning✓ Differentiated assessment✓ Assessment is used:<ul style="list-style-type: none">• for learning - to use student progress to inform teaching• as learning - to inform students' future learning goals• of learning - to assess student achievement against goals and standards		Planning we do: <ul style="list-style-type: none">✓ Front-end assessment✓ Understand varying learning styles✓ Differentiation of instruction to meet individual student needs✓ Link to school priorities		Planning we do: <ul style="list-style-type: none">✓ Using standards, evidence and teacher agreement to achieve consistency of judgement✓ Alignment with exit criteria✓ Know relevant curriculum documents		Planning we do: <ul style="list-style-type: none">✓ Use individual student achievement data to close the gap between where students are and where they need to be.✓ Self and peer feedback✓ Goal setting✓ Pre-testing and post-testing					
Strategies we use: <ul style="list-style-type: none">✓ Develop Professional Networks✓ Work Programs✓ Unit Planning✓ Scope and Sequencing✓ Lesson Planning✓ Individual & Team Planning✓ Triangulate Data through Whole School Data Books✓ Pre-testing✓ Personal Development Plans✓ Diagnostic Testing		Strategies we use: <ul style="list-style-type: none">✓ Whole School Curriculum, Assessment and Reporting Plan✓ Front-end assessment✓ Review results✓ Modify planning✓ Use of a variety of techniques✓ Moderation processes to ensure quality assessment tasks (all subjects)✓ Identification of CCEs✓ Provision of A & C standard exemplars✓ Assessment Calendar		Strategies we use: <table><tr><td>Direct Teaching Explicit teaching Intensive teaching Structured Overview Drill and Practice</td><td>Indirect Teaching Inquiry-based Inductive teaching Problem-based Independent learning</td></tr><tr><td>Interactive Teaching Whole-class discussion Cooperative learning Peer partner learning</td><td>Experiential Teaching Field experience Simulation Role play Process drama</td></tr></table> <ul style="list-style-type: none">✓ Classroom Observations✓ Modelling and encouraging the use of metalanguage✓ Identification of relevant CCEs✓ Embed Whole School Reading and Spelling Program into curriculum delivery✓ Embed ICT concepts		Direct Teaching Explicit teaching Intensive teaching Structured Overview Drill and Practice	Indirect Teaching Inquiry-based Inductive teaching Problem-based Independent learning	Interactive Teaching Whole-class discussion Cooperative learning Peer partner learning	Experiential Teaching Field experience Simulation Role play Process drama	Strategies we use: <ul style="list-style-type: none">✓ Develop clear, specific criteria relevant to the task✓ Provide clear expectations about quality performance✓ Be clear and explicit with students about how they will be judged✓ Teach students how to use task-specific standards descriptors and exemplars to plan and review their progress✓ Whole Class Assessment Overview to inform gaps		Strategies we use: <ul style="list-style-type: none">✓ Provide quality feedback against explicit individual student improvement goals✓ Seek quality feedback on teaching performance from students✓ Use varied forms of feedback✓ Give timely feedback (within 2 weeks for assessment)✓ Design classroom activities and assessment to gather evidence about learning✓ Access to the Whole School Data Book✓ Teachers engage in self-feedback and receive quality feedback from peers (classroom observations)✓ School Reporting✓ Parent Teacher Interviews	
Direct Teaching Explicit teaching Intensive teaching Structured Overview Drill and Practice	Indirect Teaching Inquiry-based Inductive teaching Problem-based Independent learning												
Interactive Teaching Whole-class discussion Cooperative learning Peer partner learning	Experiential Teaching Field experience Simulation Role play Process drama												

Curriculum Assessment and Reporting Overview Document

Evidence we see: <ul style="list-style-type: none"> ✓ Year Overview on website ✓ Student Profiles in excel workbooks ✓ Focused team meetings ✓ A common understanding of the alignment between what is planned, what is taught, what is assessed, what is reported 	Evidence we see: <ul style="list-style-type: none"> ✓ Modified assessment tasks ✓ Range and balance of assessment ✓ CCEs visible on task sheets ✓ Completed student diary assessment tables ✓ Assessment task sheets ✓ A & C standard exemplars 	Evidence we see: <ul style="list-style-type: none"> ✓ Feedback from Classroom Observations ✓ Learning intent visible for students in every lesson and copied into student books (both junior and senior) ✓ Use of glossary for every unit ✓ Use of spelling lists for every unit ✓ Modelled, guided, independent and shared reading. 	Evidence we see: <ul style="list-style-type: none"> ✓ Goal Setting in students' books/diaries ✓ Results and comments entered into whole school data book ✓ Feedback discussions with parents, students and other teachers ✓ Written feedback in student workbooks and on assessment tasks 	Evidence we see: <ul style="list-style-type: none"> ✓ Conversations between teachers and students ✓ Students engaging in self and peer feedback ✓ Students know their level of achievement in each subject ✓ Students results written in diaries ✓ Students participating in OneSchool SET Planning
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DIFFERENTIATED LEARNING PROFILE AND MENU

To differentiate instruction is to recognise students' varying background knowledge, readiness, language, preferences in learning and interests; and to react responsively.

Differentiated instruction is a **process** to teaching and learning for students of differing abilities in the same class.

(Tomlinson, 1995)

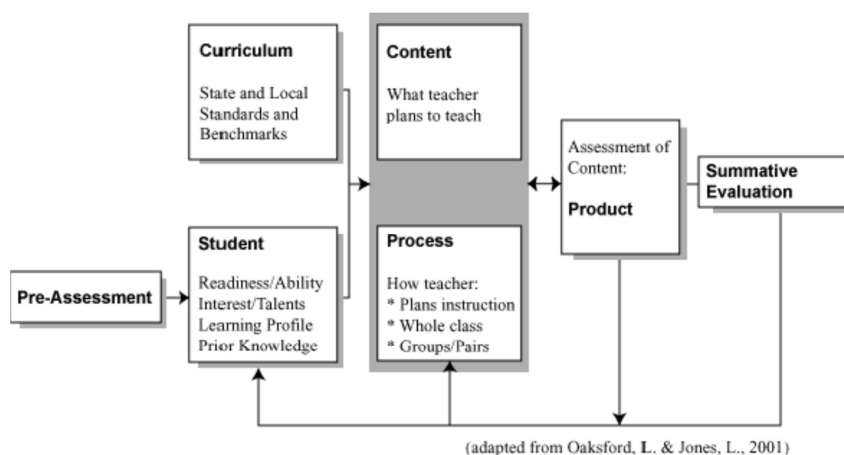
Why differentiation is important:

- Maximises each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.
- Individuals differ – prior skills / knowledge, learning rate, cognitive ability, learning styles, motivation, attitude, effort, interest, strength, talent.
- Address learner readiness – when teach same to all kids 1/3 already know, 1/3 will get it, 1/3 wont. This means 2/3 kids are wasting their time
- 2 motivational states interfere with learning – anxiety when we expect too much and boredom when we expect too little
(Tomlinson & Schmidt)

How you differentiate:

Differentiation is an educational response that accommodates the diverse needs, interests and current level of readiness of students. In differentiating, teachers scaffold challenging new learning, foster independence and reflect a shared belief that all students can achieve or surpass curriculum expectations.

The key to differentiation is planning by teachers for all learners. This planning must be informed by the analysis of data from feedback, ongoing monitoring and assessment.



In their day-to-day teaching, classroom teachers place a high priority on identifying and addressing the learning needs of individual students.

When planning for focused teaching to meet all students' learning needs and to ensure that all students, including high-achieving students, are appropriately engaged, challenged and extended the C2C materials and resources can be adapted in four ways:

Teachers can differentiate through:

- What they teach — content
- How students learn — process
- How students demonstrate what they know — product
- How the learning is structured — learning environment.

Curriculum intent (content) — what students need to learn or how the student will get access to the information. This may include: a variety of appropriate high quality reading materials; access to information through alternative means e.g. putting text materials on tape or watching a DVD.

Sequencing teaching and learning (process) — activities in which the student engages in order to make sense of or master the content. This may include: challenging tiered activities related to the concepts and skills being taught, which provide different levels of support, or complexity; use of assistive technologies.

Content

Addressing student needs by strategically **adapting the depth, pace, and delivery mode** of what is taught and providing **various avenues for students to access** the content while still aligning to all elements of the curriculum standard(s)

Process

Addressing student needs by strategically **creating student learning experiences** that allows for **differing student processes**, while still aligning to all elements of the curriculum standard(s)

Assessment (product) — Assessment is ongoing teaching and learning, Assessment of learning, and importantly Assessment for learning. The expectations of assessment should remain consistent for all students, however, how the assessment is presented or the amount of time that is allocated for undertaking the assessment may be adjusted to suit the individual needs of students.

Product

Addressing student needs by **strategically designing student performance tasks** that will result in **differing student work products**, while still aligning to all elements of the curriculum standard(s)

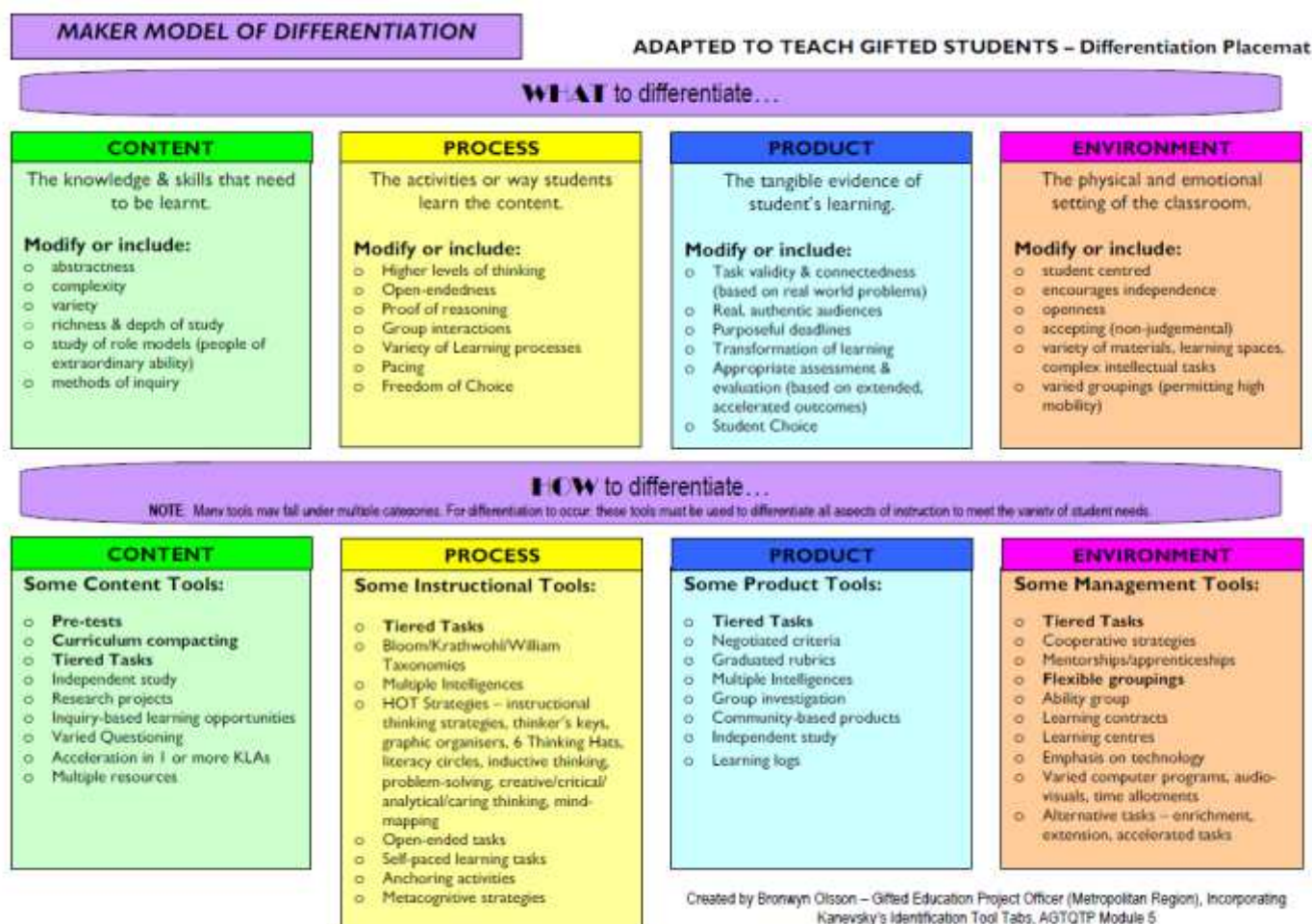
Learning environment — the way the classroom works and feels. This may include: a range of flexible groupings, whole class, small group and individual; materials that reflect student diversity.

Learning Environment

Addressing student needs by **strategically adjusting the learning environment**, (physical space, protocols/structures, furniture and materials and time, while still aligning to all elements of the curriculum standard(s))

At Babinda P-12 State School these adjustments are recorded on the Differentiation Framework attached to each unit of work for all classes. See the Maker Model below as an example of the kinds of activities to be undertaken to differentiate across content, process, product and environment.

For students with significant Special Educational Support Requirements (SERs) adjustments are additionally recorded in Individual Curriculum access Plans and Individual Learning and Assessment Records which can be viewed on One School student profiles.



IMPLEMENTING THE AUSTRALIAN CURRICULUM FOR STUDENTS WITH DISABILITY

Is the student able to access the mandated curriculum at the same year level as his/her same age cohort?

YES

Provide reasonable adjustments to ensure curriculum access.

Provide differentiated instruction and focused teaching to meet individual learning needs.

Document adjustments and differentiation in unit and lesson plans

Assess against achievement standard for year level curriculum taught; i.e. for the same age cohort.

Provide reasonable adjustments and differentiation to ensure student can demonstrate his/her knowledge and understanding.

Report against achievement standard for year level curriculum taught.

Use the standard reporting template on One School.

NO

Is the student able to access the mandated curriculum at a different year level from the same age cohort?

YES

Identify current level of learning.
Identify student's curriculum content from higher or lower year levels along the F-10 scope and sequence.

Identify specific content descriptions to be taught.
Provide reasonable adjustments and differentiation to meet individual learning needs.
Teach in age-appropriate contexts.

Document curriculum adjustments in student's negotiated ILP
Document specific adjustments and differentiation in unit and lesson plans

Assess against achievement standard for year level curriculum taught. i.e. higher or lower year level curriculum.

Provide reasonable adjustments and differentiation to ensure student can demonstrate his/her knowledge and understanding.

Report against achievement standard for year level curriculum accessed.

Use variation to reporting template on One School.

NO

Is the student able to access the mandated curriculum at a different year level from the same age cohort in some of the learning areas?

YES

NO

Is the student able to access the mandated curriculum through learning expectations drawn from the general capabilities in the Australian Curriculum?

YES

Identify current level of learning.
Identify individual curriculum pathway and appropriate learning expectations. (Refer to general capabilities - literacy, numeracy, personal and social continua)
Provide reasonable adjustments and differentiation to meet individual learning needs.
Teach in age-appropriate contexts.

Document individual learning expectations in the student's negotiated ILP
Document specific adjustments and differentiation in unit and lesson plans

Assess against learning expectations in student's negotiated ILP.
Provide reasonable adjustments and differentiation to ensure student can demonstrate his/her knowledge and understanding.

Report against learning expectations in ILP
Use variation to reporting template on One School.

Curriculum

Assessment

Reporting

Documentation

Developed by:

Audrey Conroy (AVT: Curriculum DDSW Region)

Cecily Zeppa (AVT: Curriculum DDSW Region)

ASSESSMENT AND REPORTING POLICY

The purposes of assessment at Babinda P-12 State School is to:

Promote, assist and improve student learning; inform programs of teaching and learning; and provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students. Good assessment at our school achieves these three purposes simultaneously and becomes a seamless part of the **everyday** activities of a teacher.

Assessment provides opportunities for students to demonstrate evidence of what they know and what they can do with what they know. Developing these opportunities involves teachers preparing activities that require students to produce behaviours and artefacts as evidence of what they have learned. If the evidence produced through the activities is valid and reliable, then judgments in relation to standards can be made by teachers. These judgments are used in a variety of ways to meet the purposes of assessment.

Types of assessment

The purposes of assessment are often referred to as being '**for**' learning (or *formative assessment*) and '**of**' learning (or *summative assessment*). *Assessment for learning* or *formative assessment* is "...the frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately". It is used continuously to *inform* teaching and learning.

Formative assessment tasks are described as formative if they provide students with feedback that students can use to improve their performance.

At Babinda a sequence of formative assessment is utilised as part of the teaching and learning program to inform both teacher understanding about student performance as well as school based data collection and performance monitoring. We believe strongly that all assessment should be used for diagnostic purposes to determine appropriate teaching responses. That is, we intend for teachers to use our performance data to determine (or diagnose) the nature of specific learning problems (such as particular errors, weaknesses, misconceptions and gaps), successes and/or strengths. Teachers are expected to examine student responses closely to determine the areas in which students need specific support and intervention. In this way teachers know clearly what students know and can do with what they know and can therefore respond appropriately.

Our system and sequence of Assessment for learning at Babinda P-12 should comprise the following practices:

- Provide effective feedback to students (this feedback must provide explicit advice to students about how they can improve)
- Actively involve pupils in their own learning (for example, discuss with students what they need to learn and what they themselves will do about that)
- Adjust teaching to take account of the results of evidence gained through assessment (for example, use different teaching strategies/pedagogical approaches to 're-teach' a concept if students have failed to grasp the essential ideas and understandings for learning to occur)
- Recognise the influence of assessment on the motivation and self-esteem of pupils, both of which crucially affect learning, (for example, providing results from marking an assessment task long after the task was completed does not motivate students to continue to learn; continual low marks received on assessment tasks without information about how to improve can make students believe they are incapable of improvement)
- Let students into the secret of what the teacher is looking for and help them to understand how to improve (for example by giving students assessment criteria against which they will be graded, prior to undertaking the task).

Assessment of learning or *summative assessment* is generally understood to be assessment of 'point-in-time' achievement that contributes directly to reported results. This type of assessment occurs at a particular, specified time and results in evidence that summarises what students have learned to that point in time. Grades or scores awarded for each assessment task contribute to the overall grade.

Separating these two aspects of assessment is artificial; information derived from summative tasks should be used in formative ways. At Babinda P-12 we believe that when assessment tasks are planned in advance for both formative and summative purposes the result is a more effective assessment and more effective teaching and learning.

THE SUMMATIVE ASSESSMENT PROCESS

Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgements about student learning. (Years 1-10 Curriculum Framework for Education Queensland, 2001)

At Babinda P-12 State School assessment is always seen as **for** learning not **of** learning and so tasks are intended to be a rigorous and challenging part of the learning program. At no stage should assessment be used as a comparison of students within a class but based on teacher judgments around expectations of curriculum intent.

1. Curriculum Intent	2. Student Performance	3. Judgement
What do we want the student's to learn? Derived from the scope and sequence, the intent of learning experiences is identified and placed within a context.	In which ways do students demonstrate their learning? Providing opportunities for students to show what they know and are able to do through meaningful and purposeful task based contexts (Portfolio, Product or Performance) and through formative assessment activities as part of lesson	On what basis do we make judgements about student learning? With reference to criterion standards student performance is judged. Standards are derived through descriptors of teacher expectations of intent and delivery.
4. Assurance	5. Feedback	6. Reflection
How can we be sure that judgements are consistent and standards are comparable Through moderation and sampling of student work, teacher judgements are standardised	What would we like the students to learn from the task? Using the criterion descriptors teachers should ensure students receive constructive feedback about their learning needs.	Where does the learning go from here? Through reflection the teacher identifies areas of revision and further study to enhance the learning of individuals and the group. These areas should be used to direct future teaching sessions.

QUALITY ASSESSMENT TASK - DESIGN ISSUES

















Through the eyes of students, teachers and parents assessment tasks should address the following design issues and quality task indicators:

COGNITIVE AND AFFECTIVE EXPECTATIONS	AUTHENTICITY
Is the task intellectually challenging? Does the task draw in sufficient depth & breadth of the targeted knowledges, concepts and skills? Does the task require students to engage in a range of thinking skills and to demonstrate critical analysis? Does the task allow students to demonstrate their thinking and understanding? Does the task offer opportunities for students to demonstrate valued attributes and attitudes? Are the intended cognitive expectations of the task clear to students?	Is the task Authentic? Is the context of the task appropriate for the cognitive demands? Is the context appropriate for the students? Does the context and mode of the task entice and engage students? Does the task have a genuine and valued purpose? Do students have opportunities to negotiate the assessment? Do students recognise and are they motivated by the purpose and relevance of the task?
CREDIBILITY	ACCESSIBILITY
How trustworthy is the task for generating sound evidence about student performances? Does the task require performances that are relevant and adequate for the targeted intentions? Does the task have clear and explicit criteria for the types of evidence students will be required to provide? Have sufficient & clear standards been developed to provide advice to students as to the basis for making judgements? Does the task provide sufficient opportunity for students of all races ethnicity, gender or socio-economic background to demonstrate their achievement? Does the task contribute to students experiencing a balanced and varied collection of assessment modes? Are the connections to the educational intentions clear?	Does the task support all students in the production of a performance of best quality? Does the task have a complete set of guidelines (including models) that allow students to reflect on, rehearse and review their response? Does the layout, cues, visual design, format and choice of words facilitate engagement with the task and reinforce student understanding of what is valued in their responses? Does the task have examples and resources that are helpful to students? Are all students confident that they understand the intent and specific requirements of the task?

ASSESSMENT SCOPE AND SEQUENCE

Whole-school assessment plan — multi-level P–7

Type of instrument

	Oral		Assignment/Project
	Written		Short answer questions
	Written/Oral		Portfolio/Collection of Work
	Multimedia		Poster/Multimodal presentation
	Essay		Exam/Test
	Observation		Reflective journal
	Interview		Case studies
	Multiple choice		Learning contract

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BABINDA 10-12 ASSESSMENT POLICY QUICK GUIDE UPDATED 2011

See also Senior Assessment Policy for full details

Do I have to submit all assignments?	Yes all assignments are mandatory assessment pieces of your chosen course of study.
Do I have to submit a draft for all assignments?	Yes, as part of the drafting policy, copies of a written draft must be handed to the teacher a minimum of 7 days before the Due Date of an assignment. Alternatively you may submit an electronic copy of your written assignment. If no draft is submitted teacher supervised detentions will be given until a draft of a suitable standard is submitted.
I do not hand in a draft assignment. What happens?	If no draft is submitted, teacher supervised detentions will be given until a draft of a suitable standard is submitted. If you still fail to produce a draft of a suitable standard your teacher will refer you to the respective HOD.
Do I have to attend exams?	Yes all exams are mandatory assessment pieces of your chosen course of study.
Where do I hand in my assignments?	Students are able to submit written assignments to their teacher before or on the due date. Assignments can also be submitted to the office by the due date.
I am ill on the day of an exam. What do I need to do?	<ul style="list-style-type: none"> - The school must be notified before the scheduled test/exam. - On return to the school the student is responsible for reporting to the Head of Department to make alternate arrangements to sit for the test/exam. - Proof of illness, a Doctor's Certificate must be produced on the student's return to school (yr. 10-12), after an illness which causes an absence for a scheduled test/exam to the HoD.
I know that I will not be able to attend school on the day of an exam. What do I do?	Students who know, prior to the respective date that they will be absent for a scheduled test must apply for a Variation to Assessment Due Date. If approved the student will be allowed to sit the same paper or a similar paper as negotiated with the Head of Department.
I fail to attend a scheduled exam and have not followed the appropriate steps outlined in the policy. What will happen?	Students will be required to sit the exam on the first day of their return to school. This will provide evidence of engagement in course but these instruments will not be used to contribute to level of achievement decisions.
I will not be able to attend school on a day that an assignment is due.	Students who know they will be absent on the day an assessment item is due for submission must arrange for the item to be submitted before the listed due date or delivered to the school on that date.
How can I get an extension for an assignment?	<p>There are only 2 grounds for an application for extension by students:</p> <p>Illness A medical certificate is mandatory for year 10, 11 & 12 students</p> <p>Extenuating circumstances:</p> <ul style="list-style-type: none"> - Family excursions/vacations which necessarily occur in school time - Family activities of a very special nature requiring absence from school

	<ul style="list-style-type: none"> - Bereavement, family breakdown etc - Essential sporting/cultural commitments - Long-term illness of self or family member <p>To apply for assignment extensions students should follow the following steps:</p> <ul style="list-style-type: none"> - Obtain Request For Assignment Extension form from the relevant Head of Department as early as possible prior to the due date. (This form will need to be attached to assignment on submission). - Complete and return to Head of Department - Head of Department will consult with relevant class teacher. - Approval or non-approval granted and student given copy of form. - Head of Department forwards a copy of form for filing with Student Profile. <p>NO EXTENSION WILL BE APPROVED ON OR AFTER THE DUE DATE.</p>
I am unable to complete an assignment due to a delicate family matter.	<p>If a situation occurs suddenly that results with the student being unable to submit an assignment then a Variation to Assessment on Due Date Proforma. (obtain from respective Head of Department) should be completed on the day.</p> <p>Verification of the circumstances that have caused the student to not be able to submit is required so that application for special consideration can be made to the respective Head of Department or Year Level Administrator.</p> <p>Such circumstances might include:</p> <ul style="list-style-type: none"> - Sudden, unpredictable illness/injury requiring medical attention - Family bereavements - Delicate family or personal circumstances - Printer, computer or other malfunction – phone the Head of Department and make arrangements (e.g. email to yourself at school or arrange CD burning etc). Each case to be treated on merit. <p>Applications must be made on the day the assessment is due (not after) to the respective Head of Department or Year Level Administrator (e.g. ring the Head of Department / Year Level Administrator on the day and complete Variation To Assessment Due Date Request).</p>
Will my parents know of my failure to submit or attend exams?	<p>Parents will be sent a letter if their student</p> <ul style="list-style-type: none"> - Fails to submit a draft - Fails to submit an assignment or sit for an exam - Will lose credit for a semester's work due to failure to complete assessment.
What happens if I continue to fail to attend exams / submit assignments?	<p>On the first instance you will be given a verbal warning for cancellation of enrolment. On the second instance you will be required to show cause for continued enrolment. On the third instance, you may have your enrolment cancelled.</p>

MONITORING STUDENT PERFORMANCE

See Babinda Performance Pact Program

REPORTING ACHIEVEMENT

Report Cards are provided for parents at the end of every semester and all KLAS are reported upon with VHA – VLA and N gradings with both effort, general and behavioural comments.

Criteria for writing report card comments

General information

- Comments need to be worded positively in a warm tone without contradiction.
- Keep report cards free from teacher jargon. If it is necessary to use teacher jargon explain the jargon e.g. ordinal numbers (1st, 2nd, 3rd), decoding strategies (working out words).
- Comments should show that you know the child.
- A personalised comment is required for English, Maths and General. The comment must state what the student has achieved and what they need to do to improve. The comments should start with a positive, then a suggestion for improvement and finish with a positive. You might join a combination of sentences from the comment bank but must include a personalised statement.
- Unit specific comments are acceptable for Science, SOSE, Technology, The Arts, Health, LOTE & PE. These comments need to make reference to the students' {Name}. For example - Students planned and constructed a model of a famous landmark. Students then evaluated the effectiveness of the construction techniques they applied. Change this to – {Name} planned and constructed a model of a famous landmark. {Name} then evaluated the effectiveness of the construction techniques {she,he} applied.
- You may see value in adding a personal comment after the unit specific comment.

Punctuation and Grammar

- Use a capital letter when referring to Semester or Term.
- When using numbers less than 10 record in words, i.e. Term Three, Semester Two. However, when referring to the year level, e.g. Year 1 use the numeral.
- Use a capital letter for subjects/strands and the titles of units.
- Comments should be structured as: {name} in the first sentence then pronoun {she,he} then {name} again.
- Avoid using abbreviations as this is a formal document – auto correct will follow with a capital even mid-sentence if there are full stops in abbreviations

Tense

- Ask yourself if the comment makes sense without the word 'has'. Example: Michelle has worked competently with numbers beyond 100. This comment is already written in past tense therefore no need for the word 'has'. No need for this helping verb.
- Be aware that the document needs to read well as a whole. As a general rule past tense is preferred. You can only comment up to the time of reporting e.g. Michael worked well all semester and continued to show improvement.

Spelling – words to be careful of/commonly confused spelling

- affect – verb
- effect – noun - Something that affects you has an effect on you.
E.g. Her lack of concentration affects her ability to learn.
Her lack of concentration is having a marked effect on her results.
- practise – verb e.g. He needs to practise his spelling in order to improve.
- practice – noun e.g. He needs more practice in order to improve his marks.
Practice (noun) ends in (ice) which is a noun.
- **realise** or realize, **organise** or organize, **focusing** or focussing, **focused** or focussed (all acceptable but to ensure consistency please use the bold spelling).
- PowerPoint – no space but capital P for both words

Remember – reports are sometimes used as legal documents and need to be accurate, honest and professional. Reports are often viewed by staff at other schools as well as other professionals and their accuracy is a reflection on our school and profession.

Report Card Feedback

Take on board any feedback provided by colleagues or proof readers. Treat feedback as a learning experience that can assist in your development.

MODERATION AND ASSURANCE PROCESSES

At Babinda P-12 State school we have adopted the Conferencing model of moderation when making judgements about student work. Using the conference model for moderation, teachers discuss and deliberate in making their judgements about the quality of all of the evidence presented as student work.

Teachers make judgements on several criteria to reach an 'on balance' holistic judgement. This is not a procedural approach but one that is based on the teachers' professional knowledge in shared and collaborative decision making.

Teachers mark student responses individually, and then select assessment samples representative of their application for A to E standards. They meet with other teachers to discuss their judgements by sharing their samples. Teachers reach a consensus on the interpretation and application of the standards.

Teachers assign an overall grade for all Assessable Elements within the KLA. Teachers grade all student responses individually and then select student samples representative of A to E qualities. A meeting is convened using a 'conferencing process' to enable teachers to share samples and discuss their judgments.

Criteria sheet descriptors provide the basis of a common language for teachers to discuss student performance based on evidence provided in the student samples.

Through professional dialogue, teachers aim to reach consensus on the interpretation and application of the standards. Teachers review judgments about their previously graded student responses applying the shared understanding achieved through the 'conferencing process'.

Moderation is the quality assurance and comparability of student work and teacher judgements to establish standards and expectations.

PROTOCOLS FOR MODERATION

Adopt a sense of responsibility in and for the group.

Allow and give no put downs.

Attend to others and listen.

Cooperate in good faith.

Accept where others are at.

Suspend Judgements.

Confront problems respectfully.

Aim for consensus in decision making

Focussed Moderation - Tool

Date: _____

Venue: (please make sure the norms for moderation are clear) _____

Before coming to Moderation would the person presenting the work please ensure that each participant has: A copy of this sheet filled in, a copy of assessment task and a copy of the criteria sheet. Please also bring an example of the student work from each standard and any samples with queries.

Year Level: _____

Moderators: _____

Task Title/
Assessment
piece: _____

1. **Outline** the assessment task.

2. **List** the deep understandings you want the student to demonstrate by completing this task – ie what are the skills, processes, values, concepts or content you want to see in the work sample as evidence of learning?

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3. **Identify** anything else you will be making a judgment on with this assessment task? eg presentation, organisation etc

4. **Look** at the outline or description for the task and the criteria matrix (if you have one).

- Discuss how well each of the deep understandings or assessable components are explained in the task outline?
- Can the student clearly see what they will need to demonstrate in the task *before* they complete it?
- How would you change the task description/matrix if you were to issue it again?

5. **Compare** the student work samples for the assessment task you will moderate today.

- How well are the deep understanding criteria evidenced?
- How closely has the student followed the task instructions?
- At what standard has each criteria been completed?

6. **Discuss** the validity of the judgments made by the marking teacher – keep in mind the information the student was given when the task was set.

- Are the expectations of each teacher the same?
- Has student scaffolding been considered when the judgment was made?
- Are teachers in agreement for the rating assigned to the piece of work? **Please use moderation template affixed to student work.**
- Are there any aspects of the task that have been demonstrated particularly well by students from one class? Why might this be?

Notes/Comments/Reflections

Please note any feedback for future moderation...

Moderation Slip

Please affix to front of student sample.

Teacher	Standard Given	Comment

Moderation Slip

Please affix to front of student sample.

Teacher	Standard Given	Comment

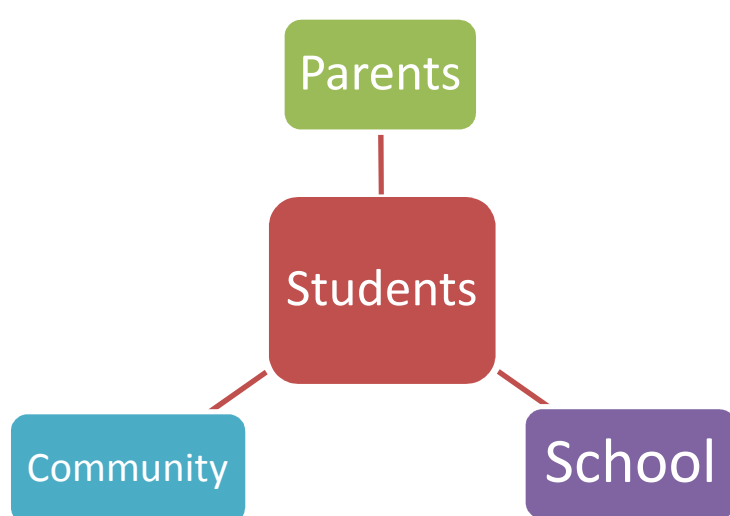
CONNECTED TO COMMUNITY

STRONG RELATIONSHIPS

Babinda P-12 State School believes that when we work together and are committed, we can make a difference!

The relationship mantra that underpins this belief is our 3 Way Strong Partnership Approach. This approach is built on these commitments. To:

- Be intentionally inviting towards students and families
- Provide honest information
- Listen to parents as partners and involve them in the decision making process
- Respond to concerns through actions not excuses



At Babinda P-12 SS we set about creating an intentionally inviting school by providing these key elements:

- Have the right **Attitude**,
- Create the right **Atmosphere**,
- Undertake the right **Activities**
- and share the **Achievements**

The following tables provide some examples of how we do these things utilising nudge theory (Six Principles of Influence) :

	Have the Right Attitude	Create the Right Atmosphere	Undertake the Right Activities	Share the Achievements
1. Reciprocity (returning the favour)	<ul style="list-style-type: none"> • Respectful • Assume positive intentions 	<ul style="list-style-type: none"> • For parents • Children present or Childcare Available • Interpreters available • Speak and Listen 	<ul style="list-style-type: none"> • Reach out—make regular positive contact and start early in the year. • Ask / Invite them to contribute • Joint decision making 	<ul style="list-style-type: none"> • Value Any Contributions • Praise Notes / Calls
2. Commitment and Consistency (doing what you say)	<ul style="list-style-type: none"> • Organised • Consistent 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Advocate for families • Capacity Building Programs e.g. Carrot on a stick, MYCP, EASI, technology 	<ul style="list-style-type: none"> • Celebrate relative gain not just achievements
3. Social Proof (Consensus- safety in numbers)	<ul style="list-style-type: none"> • Affirming • Compassionate 	<ul style="list-style-type: none"> • For parents • Close proximity to other parents 	<ul style="list-style-type: none"> • Display student work in classroom 	<ul style="list-style-type: none"> • Awards Presentations • Newsletter/Newspaper articles, photos
4. Liking (Friendliness/ relationships)	<ul style="list-style-type: none"> • Humorous • Optimistic 	<ul style="list-style-type: none"> • For parents • Less Formal (music, food, fun, seating) • Open Door Policy - Be Prepared for drop in volunteers • For Students • Engaging (Colourful, interesting, organised, has displays to support learning) 	<ul style="list-style-type: none"> • Know personal information and stories —show your interest • Make time to Yarn • Personalise Greetings and Invitations • Develop a sense of belonging • Focus on praise • Use humour 	<ul style="list-style-type: none"> •

Curriculum Assessment and Reporting Overview Document

5. Authority (Leverage respect / position)	<ul style="list-style-type: none"> • Open • Trustworthy 	For Students <ul style="list-style-type: none"> • Learning is connected to the real world • Uses Technology 	<ul style="list-style-type: none"> • Visual Communication Displays • Induction/ Enrolment Process 	<ul style="list-style-type: none"> • Public Recognition— E.g. Parades, Verbal Praise
6. Scarcity (urgency/ availability)	<ul style="list-style-type: none"> • Active 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Pre-prep program • Develop strong self esteem • Mentors, Talk sense to yourself, social worker, GO 	<ul style="list-style-type: none"> • Showcase Students and their learning

POSITIVE BEHAVIOUR AND SUPPORT

SWPBS – SCHOOL-WIDE POSITIVE BEHAVIOUR AND SUPPORT

At Babinda P-12 State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

Our approach to the management of student behaviour is based on the following beliefs and values:

- Positive teacher-student relationships, a stimulating and productive classroom environment and a learner-centered relevant curriculum are fundamental in promoting positive behaviour.
- Consistent, responsible parenting, which models acceptable social behaviour, is an important influence on student behaviour.
- Managing student behaviour is a joint responsibility of students, parents and staff and requires open, honest and respectful communication.
- The use of a fair, consistent and responsive approach that encourages students to take responsibility for their behaviour is the most effective way to achieve long-term behaviour changes.
- A range of factors needs to be considered when choosing responses to student behaviour. These include context, emotional well-being, culture, gender, race, socio-economic situation and impairment, all of which can influence the way in which students act or react to adult responses.
- The social outcomes of schooling are as important as the academic outcomes in determining future success and happiness.

Bullying No Way!

There is no place for bullying in Babinda P-12 State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

At Babinda P-12 State School there is broad agreement among students, staff and parents that, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to **as categorically unacceptable** in the school.

Don't Be a Bully Bystander - Program

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

Research Validated School – Wide Positive Behaviour Support

The anti-bullying procedures at Babinda P-12 State School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of acknowledgement for doing so through our many reward programs. Through these programs we are focussed on maintaining our very high standards of behaviour and very low incidents of misbehaviour. At our school different programs of rewards and encouragement are used for every term so that we can maintain students' enthusiasm and focus on behaving.

Our "Golden Apple Awards" where teachers recognise and detail the positive behaviours students display during lessons and play are an example. When students display all of the correct behaviours required for **learning, safety and respect** they receive an award. 10 golden apples and students are then eligible for a reward trip at the end of the term.

YOU CAN DO IT – PROGRAM ACHIEVE

The “You Can Do It!” (YCDI) program was brought into our primary classes as an approach to raise the social, emotional, and academic outcomes of all our students. This program continues to be facilitated by our Student Wellbeing Worker and supported by our classroom teachers. Our teachers not only participate in the once-a-week session, but also create opportunity for on-going discussion/activities to aide in the application of the Five

Foundations explicitly taught in the form of social-emotional education: confidence, persistence, organization, getting along, and emotional resilience. Central to the development of these 5 Key Foundations is instilling in our students 12 positive “habits of the mind” which is how someone automatically thinks when in a certain situation (see Figure 1).

Our Student Learning Journals also have “Habits of Mind” sections that work well with those of YCDI and are an effective tool in the way of clarifying educational goals for students.

When the Keys of Confidence and Persistence are taught in the classrooms - Confidence lessons throughout the primary school are designed not only to teach students the importance of being confident, but also workshopped ways for them to stay confident even when learning something new or when facing an obstacle. The development of a confident mind-set is taught using the positive approaches of “accepting myself”, “taking risks”, “being independent”, and “I can do it” as new ways

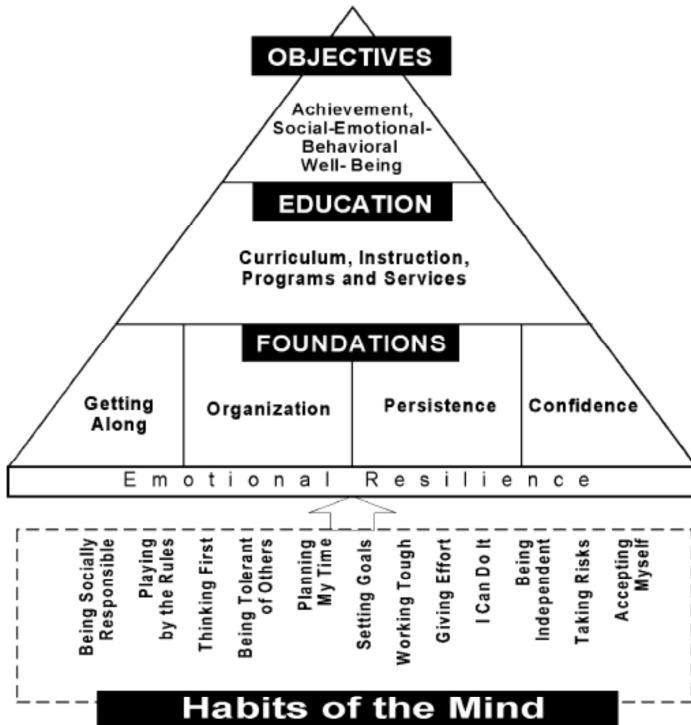


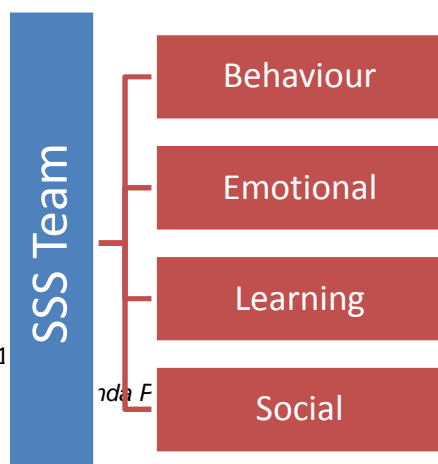
Figure 1. Goals of You Can Do It! Education (Bernard, 2003a).

of thinking that encourage confident behaviour.

Persistence lessons are designed to equip students with a mind-set towards hard work, frustration, and boredom to help them stay motivated in their school work and in the achievement of their academic goals. Approaches such as “giving effort” and “working tough” are modelled and reinforced and negative ways of thinking, such as “I can’t do it” and “I can’t be bothered”, are identified and exchanged with these positive habits of the mind. When the Keys of Getting Along and Resilience are being taught in the classrooms it coincides with our anti-bullying program and to complement its implementation and success.

Getting Along lessons are focussed on making friends, teamwork and cooperation, and resolving interpersonal conflict with the “being tolerant of others”, “thinking first”, “playing by the rules”, and “social responsibility” habits of the mind to be taught and communicated throughout each one. Getting Along is about students not only supporting each other when learning, but also about resolving conflict when working together.

Resilience lessons are focussed on teaching a variety of skills and a mindset that aids students to cope with the stresses of growing up and to manage their emotions well. The goal of the lessons are to not eliminate positive and negative emotions but to restructure negative ways of thinking, associated with poor resilience, into positive habits of the mind. Resilience is about students taking personal responsibility of their feelings and behaviours.



STUDENT SUPPORT SERVICES TEAM

Babinda P-12 State School utilises a Case Management approach through our Student Support Services Team to deal with student behavioural, emotional, learning and social issues.

For students with socially appropriate behaviours and those with minor classroom and school learning needs. The teacher is the case manager and will provide support for the student in the form of correction and

acknowledgement of improvement and achievement. If the teacher's efforts prove unsuccessful or the teacher becomes concerned about aspects of student behavioral, emotional, learning and social performance, a referral is made initiated by the teacher to the school support services team. This referral should occur after a school initiated parent interview, where the assistance, advice and approval of the parent is sought.

Case management of the student then usually transfers from the teacher to a member of the Team, who is in a better position to coordinate services and maintain a 'big picture' perspective on the situation. Introduction of the school support services team may also then lead to formal diagnostic assessments and contact with external support agencies, through referral to health and welfare services such as the ADHD Clinic, SCAN team, Child & Youth Mental Health Services and the Department of Child Safety.

Some of these programs being:

- Student support services committee – which undertakes an individualised approach to case managing students at risk.
- Guidance Officer allocation
- Attendance Officers
- Volunteer Chaplaincy service
- Student welfare Worker
- Community Garden Project
- You Can Do It – Program Achieve
- School Leaders Program
- Purchased Teacher-Aide and Tutorial Support
- Special Education Unit with specialist teachers and aides
- Managing Young Children Program – Parenting Program
- Celebrating a variety of culturally significant days in the calendar
- Plus the school encourages a variety of teaching practices to do with ESL and cultural perspectives that deliver an embedded approach to classroom pedagogy.

At this level, students may be managed via the formulation of Individual support Plans or the development of Alternative Education Programs (AEPs) which modify the educational inputs and management strategies for the student to incorporate the inputs of the various stakeholders in differing roles.

BABINDA P-12 STATE SCHOOL **STUDENT SUPPORT SERVICES TEAM – Referral Process**

1. Concern raised by parent, carer, teacher. Area of need identified as academic, social, emotional, medical or behavioural.



2. Implement and continue a range of strategies in class to support the student (small group work, TA support, teacher scaffolding, differentiated curriculum).
3. Collect DATA:
 - Access student folders
 - Check OneSchool records / profiles
 - Talk to previous teachers and/ or STL&N, HOSE, HOD, GO
 - Gather anecdotal evidence, observations, classroom assessment/ work sample



4. Request a Parent Interview:
 - Call, email, or letter.
 - Discuss concerns and strategies implemented to date.
 - Gather information from parent: any concerns, previous history, developmental delays, medical history, and hearing and vision screens.
 - If hearing and vision screens have not been carried out, request parent organise a vision and hearing test.
 - Record parent interview in Contacts on Oneschool.



- If concerns continue after described intervention, complete a Student Support Services Referral and attach relevant information. All relevant SSS forms are located on G:\Coredata\Common\Student Support Services



- SSS Team will contact you to discuss your student and future planning. The SSS team meets at 9.30 am on even Tuesdays. Appointed case manager to inform wider staff of recommendations and /or strategies to support student.

FOCUSED TEACHING FOR ALL STUDENTS — A WHOLE-SCHOOL APPROACH

A whole-school approach to improvement directs support to different levels of need in response to student achievement data. Focused teaching to improve learning can be provided in three levels.

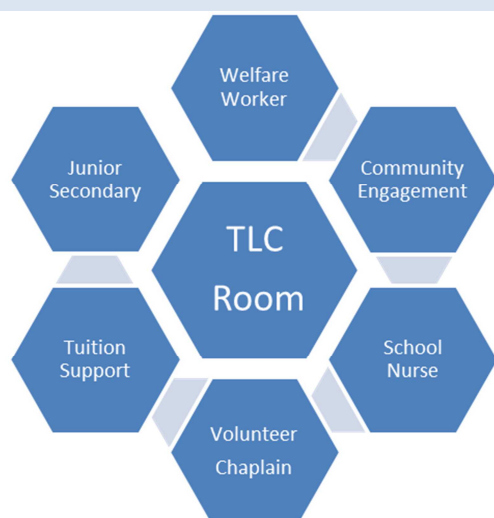
Level 1 – Diamond and above- Teachers respond to student data indicating the need to address extension with small-group targeted teaching. This is for students who continue to underachieve in relation to their potential.

Level 2 - Gold and above - Teachers respond to student data so that students who can meet or beat year level benchmarks have learning tailored to address issues in curriculum design, explicit teaching and assessment. This response involves teachers making changes at the whole class level in explicit practice to get students to benchmarks

Level 3 - Silver - Teachers respond to student data indicating the need to address underachievement with small-group targeted teaching. This is for students who continue to underachieve (in relation to year-level expectations) or, in the case of gifted underachievers, in relation to their potential.

Level 4 – Bronze and below - Teachers respond to data indicating the need to address underachievement with intensive teaching, consolidation activities and often involves specialist input. This is provided for limited or extended periods of time for the small proportion of students who require this in addition to the support provided to level 1 and 2 students to achieve the expectations of their age-cohort or for Performance Pact Students who did not or may not achieve goals.

TRANSITION LEARNING CENTRE



The transition learning centre is the central drop-in spot within the school where our student support services are housed. This room provides a supervised support room and provides for the following roles:

Welfare Worker: Our social worker is based and provides a number of social programs – particularly the indigenous support programs for the PLPs. The welfare worker is the point of contact for PLPs within the school

Community Engagement/ Pathways: A central role to build employment pathways for students and develop community relationships.

School Nurse: School health nurse is available from here as well as providing health lessons within the school.

Volunteer Chaplain: With parent permission students may take advantage of the mentoring support provided by our Volunteer chaplain – Curly.

SCHOOL HOUSE PROGRAM

DIFFERENTIATED LEARNING

At Babinda P-12 State School we believe that **all** students:

- are capable of learning
- can and should reach their potential

- want to learn
- should experience success
- and need to be valued as individuals.

At Babinda P-12 State School **differentiated learning** is all about adjusting the curriculum, providing resources and coordinating expertise so that every student can succeed in the best possible learning environment. On a day to day basis teachers and support staff adjust and tailor learning activities and the learning environment to meet the needs of individual students.

ALL students are capable of successful learning when they are provided with a supportive and engaging environment that is safe, respectful, tolerant, inclusive and promotes intellectual rigour. At Babinda P-12 State School **EVERY CHILD MATTERS EVERYDAY!**

Babinda P-12 State School is committed to identifying and addressing the learning needs of individual students. By pooling and targeting our support resources (staff time, expertise, funds, facilities and materials) we are able to cater for students who require learning or behaviour support, those who are gifted, those that have a disability, those who have English as a second language or those who are Indigenous, to ensure that *ALL* students learning needs are addressed in a targeted manner.

The Team

The responsibility of the Differentiated Learning Team is to ensure that learning is supportive and engaging for all students by providing a range of support services that assist teachers to meet the diverse educational needs of *all* students. The personnel providing the support services include specialist teachers, trained teaching assistants and visiting specialists including Advisory Teachers specialising in specific areas of disability and behaviour management, Guidance officer, Speech / Language Pathologist, Physiotherapist, Occupational Therapist, Transition Officer and Vocational Training Organisations.

SPECIAL EDUCATION PROGRAM

Part of the Differentiated Curriculum includes a Special Education Program specifically catering for the needs of students that are verified as having a disability in the following areas:

- autism spectrum disorder
- hearing impairment
- intellectual impairment
- physical impairment
- speech-language impairment
- vision impairment.

Babinda P-12 State School is committed to providing equitable educational opportunities to ensure that all students have access to, participate in and gain positive outcomes from schooling through a range of curriculum options delivered across Prep, Primary and Secondary years of schooling. To support this commitment, a flexible model of delivery of educational services is implemented through highly individualised programs.

The Special Education Program assists students with a diagnosed disability to access the curriculum in an **inclusive** setting. Students with disabilities are provided with the opportunity to participate in programs that meet their individual needs and ability. Individual educational programs and support levels vary according to the identified areas of need expressed through the Education Adjustment Programs (EAP). For some students this means the curriculum is extended to include programs that explicitly teach social skills, communication skills, self-care skills, organisational skills and / or study skills.

SCHOOL HOUSE FACILITY

At Babinda P-12 School a 'Home Base' has been established for students that require additional support to deal with the pressures of what can often be a confusing and unpredictable environment. Students are allocated to a case manager who oversees their educational and social progress at school. By providing a safe, consistent place to go to, 'Home Base' helps address and reduce the challenges presented by social misunderstandings, communication breakdowns, and restricted areas of interest.

At 'Home-Base' each student:

- is welcomed each morning by support staff and peers
- has facilities to store his personal possessions and school materials in a safe place
- receives specific school-wide information relevant to each session of the school day
- receives support to organise equipment for classes
- can access required support at any time during the school day
- is able to access Home-Base if / when classes become confusing, frustrating or too demanding
- can complete class / homework tasks, assignments and exams in a quiet and supportive environment
- can practice social and communication skills and strategies in a safe and supportive environment
- can access advice and pre-skilling for impending tasks and situations
- can spend break-time away from the busy, noisy and confusing playground
- can relax and unwind from the stresses of the school environment
- can enjoy preferred leisure activities.

PLANNING TO SUPPORT ABORIGINAL AND TORRES ISLANDER STUDENT LEARNING

PERSONALISED LEARNING PLANS

Appropriate Support Resource Allocation		
	✓	Enrichment / Intervention Menu
Attendance		Attendance Passport and Rewards program
		100% Attendance Awards
		5 week s in Class - Teacher Aide Time Allocation
		5 Weeks - Modified Timetable – Intensive Support
		5 weeks Intensive Case Management - Georgina
Performance Pact – 90%		Monitor attendance for eligibility
		Celebrate On-track and monitor Performance
		Increased Class Teacher Focus – may include lunch breaks
		Primary Safeguard Program – Lunch Time Tuition
		Intervention Lessons – requires 1 lesson / Week
		Intervention Class - requires lesson Skip / Subject Drop
		Indigenous Afterschool Support Program – Homework club
		Afterschool Tuition – 3pm – 4pm includes afternoon tea
Social / Emotional/ Cultural		Culture Club – Amaroo Elders
		Monitoring – Check in/ Check out
		Student Mentoring Scheme
		Caterpillar club
		Girl Power
		Boys to men
Employment / Leadership		1 on 1 social work
		Indigenous Youth Leadership Program –
		Indigenous Mentoring Scheme
		Case Management – Service Commitment - PB
		School Based Apprenticeship/ traineeships
		Work Experience
		Alternative Training Pathways e.g VPG

Babinda P-12 State School's Personalised Learning Plans (PLPs) are consolidated strategies designed to encourage school attendance, classroom engagement and the educational outcomes of our Aboriginal and Torres Strait Islander students. They are "living" documents in that we anticipate they will evolve to meet the changing needs of our students whilst supporting them in both their personal development and in their pursuit of academic achievement.

What is Personalised Learning?

Personalised learning is our commitment to collaborate with students and families to identify each one's individual strengths and motivators, learning needs and goals; and how best each student can be supported both within the home and school environments to attain or top mainstream standards.

What are Personalised Learning Plans?

Personalised Learning Plans (PLPs) develops from a home-student-school relationship and are agreed upon strategies designed to encourage and support each student to not only attend school regularly, but to also participate within the classroom environment and whole-school community.

PLPs at Babinda P-12 State School

Our PLPs are created from:

- ▶ 1/ an analysis of 5 week student data (Performance

Pact) to identify areas of improvement in the way of literacy and numeracy. This step normally involves teacher input and feedback;

- ▶ 2/ an assessment of other data such as the student's pattern of behaviour and attendance to identify areas of improvement in the way of attendance and engagement. This step is a collaboration between the case manager, student and parents/carers and, if applicable, support staff such as HoD DL and LST;
- ▶ 3/ agreed upon specific goals and the design and implementation of clear strategies to address issues that affect learning and to support the student in reaching and/or maintaining his/her learning goals. This step is a continuation of the collaboration between the case manager, student and parents/carers.

What are our Strategies?

Babinda P-12 State Schools strategies to support each Aboriginal and Torres Strait Islander student are grouped into four categories as follows:

- ▶ 1/ Attendance
 - ▶ 2/ Performance Pact
 - ▶ 3/ Social/Emotional/Cultural
 - ▶ 4/ Employment/Leadership
1. Attendance

All Aboriginal and Torres Strait Islander students are the focus of this strategy. The student body is divided into five groups according to their attendance **over a term** and support is allocated accordingly:

- 100% Attendance Awards - 90%+ attendance
- Attendance Passports and Rewards - 80-89% attendance
- 5 Weeks In-Class Teacher Aide Time Allocation - 70-79% attendance
- 5 Weeks Modified Timetable Intensive Support with the LST – 60-69% attendance
- 5 Weeks Intensive Case Management – below 60% attendance

2. Performance Pact

Aboriginal and Torres Strait Islander students whose attendances fall into the 90% or higher bracket are the focus of this strategy. All of these students are allocated the following support:

- Attendance monitoring for eligibility to the Performance Pact
- On-track celebration and Performance monitoring
- Increased Classroom Teacher focus

Students from Prep to Year 10 are allocated either one of the following support:

- Safeguard Program lunchtime tuition – Prep-Year 4
- Intervention Lesson which requires 1 lesson per week – Years 5-7
- Intervention Class which requires a lesson to be skipped or subject dropped- Years 8-10

After-school tuition is also allocated to students as follows:

- Homework Club- Prep-Year 9
- Afterschool Tuition- Years 10-12

3. Social/Emotional/Cultural

All Aboriginal and Torres Strait Islander students are the focus of this strategy and all are offered support in the way of:

- Check in/Check out
- One-to-one social work

The student body is also offered support in the following way:

- Culture Club with the Amaroo Elders – Years 4-7
- Caterpillar Club – Prep-Year 4: The Caterpillar Club is designed to develop self-awareness, self-esteem and social skills in children. It is an opportunity for student ownership and decision-making and activities include art and craft as well as games, role plays and discussion. Everyone is encouraged to contribute and group norms ensure that everyone feels part of the group and has an equal say
- Strong Girls/Girl Power – Years 7-9 female students: This program is designed to promote self-esteem, develop social skills, and encourage self-motivation. Activities are hands-on and aimed to empower and educate these students in the way of decision-making and the development of healthy coping and social skills
- Boys to Men – Years 8-12 male students: This program is designed to offer classroom, inter- and intra-personal support in that the male mentor sits in classes as support and follows through with recess activities/discussions, and the case manager offers one-to-one support on a needs-basis. It is an opportunity to help students become more self-aware, take responsibility for their learning and steer their education in the direction they choose, rather than leave it to chance
- Student Mentoring Scheme – Years 8-12: This program is designed to offer support to all Aboriginal and Torres Strait Islander students and be an effective way of helping students to progress in their pursuit of regular school attendance and academic achievement. Our mentor is a current JCU

student who supports students by creating opportunity for those discussions that allows students to look more closely at themselves, at their issues, opportunities and their goals

4. Employment/Leadership

Aboriginal and Torres Strait Islander senior students are the focus of this strategy and all are offered support in the way of:

- Indigenous Youth Leadership Program – Years 6/7 and Years 11/12: Students participate in a conference/camp respectively with students from schools throughout north Queensland. These are facilitated by ISSU and the students are supported throughout the year in regards to their end-of-year projects and the development of their leadership skills
- Indigenous Mentoring Scheme – Secondary: This program involves secondary students who are on-track with their educational goals stepping-up as mentors to younger students thus further developing their leadership skills whilst supporting others. This opportunity raises school spirit and allows students to get involved in, and feel a part of, school life through peer support and community connection

The Years 10-12 are also offered support in the following ways and in collaboration with our Community Participation Officer:

- Case Management
- School Based Apprenticeship/ traineeships
- Work Experience
- Alternative Training Pathways e.g. VPG

INFORMATION ABOUT PLANNING FOR LEARNING AND ESL

Specific regional languages or creoles have evolved, and continue to evolve, from communications between cultures. The various forms of creole spoken by many indigenous people in Torres Strait and Cape York are distinctive in vocabulary, grammar and underlying concepts or ways of seeing things. For some students at Babinda P-12, Standard Australian English may be a second or third language.

Standard Australian English (SAE) is the language of power in Australia. All students require mastery of spoken and written SAE, and an understanding of the cultural underpinnings that influence the use of SAE if they are to actively participate in the institutions of education, government and the law, economics, business, and health. Both SAE and creole conform to complex language rules. Creole speakers follow rules that direct how to speak, when to speak, and how to behave in particular situations. However, these rules are different to those of SAE and they produce different word, sentence and text forms than for SAE. While some standard English words are used in creole, they may have a different meaning (eg: “Which way”? meaning “How are you going?”).

Linking Home Language and SAE

Learning a second language requires more than exposure to it. Teaching a second language therefore requires explicit teaching about how SAE works, linguistically and culturally; and sensitivity to the complexities of learning a second language or dialect. The creoles of Far North Queensland are not ‘bad English’, but languages with rules and conventions. Consequently there are predictable areas of difficulty for creole speakers in acquiring Standard Australian English.

If the language used in school is different to that used at home it will usually take longer to develop curriculum literacy skills. Students at Babinda P-12 benefit from a structured process of: interaction with new concepts; modeling (I Do); guidance and independent work (We do and You Do) when applying their new knowledge and skills in different contexts.

Teachers at Babinda P-12 therefore have an important role linking home language to SAE to support improving outcomes for students who are learning the curriculum at the same time as a new language. All students are able to learn though they may have different starting points. It is absolutely imperative that everybody at Babinda P-12 has high expectations of indigenous students. We should expect them to build on the knowledge they bring to the classroom; and use their knowledge of their first language - as they learn in all the curriculum areas, develop Standard Australian English, and understand how it functions in different contexts.

Who are ESL learners (Extract from EQ Bandscales for ESL Learners)

1. Aboriginal and Torres Strait Islander Students

Aboriginal and Torres Strait Islander students in Queensland have a broad range of possible linguistic backgrounds:

Traditional languages are only spoken as first languages by Indigenous students as their first language [L1] from some remote areas in the Torres Strait, on western Cape York and in far western Queensland because full transmission of traditional languages has been disrupted in many families by colonial practices and policies. Aboriginal and Torres Strait Islander students who speak traditional languages as their L1 are often acquiring the regional creole as their second language [L2] with SAE being added as their third language [L3].

Opportunities for learning the regional creole occur more frequently through extended family contact and

attending regional events than for learning SAE, which is often used only at school. Some Aboriginal and Torres Strait Islander students might also speak languages originating from outside Queensland, for example, Alyawarre from the NT, or Kiwai from PNG.

Creoles are spoken by many Aboriginal and Torres Strait Islander students as their first language(s) [L1]. Current research indicates there are three distinct creoles in Queensland and these also have regional variations. They are full and complex languages which have arisen from historical contact between languages, such as in the multilingual settings in large government settlements or in industries such as cane cutting, cattle and trepanning. Historically, Australian creoles have much vocabulary of English origin (as the colonial lexifying language), but with pronunciations (phonology), meanings (semantics), word formations and endings (morphology), phrase and sentence structures (syntax) and socio-cultural usages (pragmatics and genres) influenced by traditional Indigenous languages. Although Indigenous students who speak a creole are ESL learners, they are frequently not identified as such due to a general lack of awareness that creoles are not just 'poor English'.

Creolised varieties have become the primary languages of some remote, rural and urban Indigenous speech communities in Queensland. Note that only two Australian creoles have a degree of official recognition: *Torres Strait Creole*, (also known as *Yumpla Tok*, *Broken*, and in one study *Cape York Creole*), and *Kriol*. This is not to say that all creole speakers use these terms. On the contrary, in most parts of Queensland local, informal labels are more common. These might make reference to place names (e.g. *Lockhart*, *Curry* [Cloncurry], *Palm* [Palm Island]), or to the kinds of people who talk it (e.g. *Murri*, *Island*) or to its non-standard character (e.g. *Slang*, *Broken*).

Dialect versus creole: Non-SAE varieties spoken by Aboriginal and Torres Strait Islander students range along a continuum: very distant from SAE through to similar to SAE. Where sufficient linguistic material is shared with SAE and mutual comprehensibility is proven, it would be appropriate to designate a variety as a 'dialect'. Dialect speakers can also experience difficulties accessing areas of meaning in SAE. The name 'Aboriginal English' has been used to refer to a range of different language varieties spoken by Aboriginal people in Queensland (and throughout Australia), including different creoles, as well as to other non-standard varieties and dialects. A single meaning of this term should never be assumed in the Queensland context due to its many possible meanings.

2. ESL learners of migrant heritage born in Australia

These are students who begin school with limited exposure to SAE. They may live in a home where English is not used, or where English is not the only language used or where English is used as a common language between parents without the same first language. Through schooling they may acquire a well developed "social" proficiency which masks a limited SAE 'academic' proficiency caused by lack of explicit ESL teaching.

Some students born in Australia may spend substantial time in other non-English speaking countries during their school life and thus experience breaks in their Australian schooling. In these cases, these students continue to require significant support for learning English as a second language.

3. ESL learners who are newly arrived to Australia

ESL learners who are newly arrived to Australia enter school from a broad range of educational backgrounds. They arrive in Australia at any age and might enter school at any time of the year and at any stage in the P–12 school program. Due to their English language needs they may not be able to access learning in the same ways in which speakers of SAE are able to. For example, an ESL student may enter Year 9 as a beginning learner of English and will require some time to learn English through supportive ESL teaching before being able to produce spoken and written English appropriate to the linguistic demands of this stage of schooling. Such learners may continue to need ESL support in mainstream classrooms in order to operate at the level of their peers and reach their learning potential. This includes support to both access the curriculum and also to demonstrate their learning of it.

Some students may have had age-appropriate schooling in their first language and may have completed some English studies. They may already have a good understanding of the culture of school but may not have the same understanding of the learning processes which are valued in Queensland state schools. Other students in this group may have experienced multiple migrations before arriving in Australia, and had few opportunities to access education programs. There may be a mismatch between their previous experience of schooling and that of Australia. In some instances their previous schools may have had few physical resources and provided minimal education services.

However, at the time of arrival in Australia these students and their families may not recognise the vast differences between schooling experiences. Though families may report many years of schooling, these experiences do not always equate with schooling in Australia and may give a misleading picture of the level of the student's prior education.

Due to multiple migrations some newly arrived students may have learned to 'speak' a number of languages, but may not have experienced academic learning in any of these languages. They may have no experience with written text for example, having come from an oral language tradition. Some of these students may have never attended school at all and may have experienced traumatic events due to war, famine and disease.

