Curriculum Plan 2017

Railway Estate School Vision

Creating a responsive learning environment that develops responsible, reflective and respectful learners, who strive for success.
This document is designed to give an overview to build consistent curriculum planning and delivery across our school (P-6). Railway Estate State School’s Curriculum Plan follows the *Dimensions of Teaching and Learning Framework* to provide a process to support the purposeful planning, explicit teaching and assessment in the classroom.

Railway Estate is implementing ACARA’s English, Science, Maths, History by adapting EQ’s C2C assessment materials.


*Railway Estate’s Curriculum Plan* follows the QCAR framework to align planning, teaching, assessing and reporting of Art, Technology and LOTE.

*Feedback Policy to be developed.*

*Railway Estate’s Assessment and Reporting Framework* clearly identifies all KLA assessment tasks and diagnostic tests including benchmarks and timelines.

*Railway Estate’s Moderation Process* involves teachers working with year-level teachers and facilitators to discuss the qualities demonstrated in student work samples to reach consensus about the standard.

*Railway Estate’s Reporting Policy* is very closely aligned to curriculum, pedagogy and assessment. It is the quality of the evidence gained from the assessment process that enables accurate reporting.
RAILWAY ESTATE STATE SCHOOL

PLANNING PROCESS (2017)

At Railway Estate State School central ideas and concepts of planned learning and teaching programs are covered in a connected and well-structured way that aligns curriculum, pedagogy, assessment and reporting. Alignment ensures consistency for each year level and across all year levels.

In 2012 Queensland Studies Authority (QSA) began the implementation of Australian Curriculum Assessment and Reporting Authority’s (ACARA) Australian Curriculum – English, Maths and Science; History in 2013; Geography in 2014; HPE: Health and Movement in 2015; Arts, Technologies, Humanities and Social Sciences: Civics and Citizenship (3-6), Economics and Business (5-6), and LOTE to be familiarised in 2016.

To support the implementation, Education Queensland (EQ) developed a set of exemplar school planning documents known as Curriculum into the Classroom (C2C). C2C units can be downloaded from One School.

Railway Estate State School will adopt all C2C assessment tasks for Arts, LOTE, HASS and Technologies on their first year of implementation. Teaching staff have the option to adopt or adapt the C2C exemplar lesson planning to suit their pedagogy and needs of their students. Railway Estate’s English, Maths, Science and History programs use the Australian Curriculum to plan units of work, with the aid of some C2C resources.

Assessment of student learning in Art and Technology are designed and/or collated by the Head of Curriculum in conjunction with classroom teachers and embedded into the year level overviews to ensure all EQ Essential Learnings have been covered across the juncture years, unless otherwise covered by the EQ C2C Australian Curriculum units.

Consistency of teacher judgment relies upon consistent interpretation of a task and an understanding of how the standard is demonstrated in student responses. For this reason, the Term Meeting Planner schedules a planning/unpacking meeting prior to the commencement of each unit. The intent of these meetings is for year level staff to thoroughly unpack/generate units in preparation for moderation, and/or moderate a previously unpacked and taught unit of work.

Collaborative planning meetings will include all year level staff, and with request, assistance from support staff, to discuss the intended Achievement Standard, Content Descriptions and Essential Learnings to arrive at a common understanding about the implications for teaching and learning programs offered in the classroom. This knowledge is used to create a Know and Do checklist, pre and mid task and inform term planning. After application of pre and mid tasks, planning and teaching is adjusted accordingly and monitored.

Planning Meetings Process

1. Review Term Overview
2. Unpack English using unit overviews, mapping documents, GTMJ, the task, modelled response and text, to create an annotated GTMJ and Know and Do checklist with a focus on higher order thinking (HOT) skills, sentence stems and questions
3. Create pre and mid-task (ST:QT&L can model and/or support this process in the classroom). Add pre and mid task blurb to annotated GTMJ
4. Discuss Term Planning considering:
   a. recommended KLA time allocations to develop generic weekly timetable
   b. using WALTs from Know and Do to direct explicit teaching
   c. differentiating WILFs (keeping the focus of teaching to an A)
   d. additions to learning wall
   e. use Gradual Release of Responsibility (GRR) throughout term planning
   f. scheduled multiple monitoring opportunities
5. To ensure clarity and a shared understanding, answer 5 questions for teachers for the English unit. This can be written or recorded via video, audio or Tellagami

6. Continue process with Maths and other KLAs

<table>
<thead>
<tr>
<th><strong>Five key questions for teachers</strong></th>
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<tbody>
<tr>
<td><strong>1. What am I teaching?</strong></td>
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<td><strong>2. Why am I teaching it?</strong></td>
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<td><strong>3. How will I teach it?</strong></td>
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<td><strong>4. How will I know when students have learned it?</strong></td>
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<td><strong>5. What next?</strong></td>
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<table>
<thead>
<tr>
<th><strong>The Unpacking Process</strong></th>
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<tr>
<td>To assist teachers understand the intent of the units, an unpacking process has been developed. To unpack a unit of work, the pertinent information that teachers require include:</td>
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<td>- RESS aligned Mapping Document or relevant section of the C2C unit including:</td>
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<td>- The Guide to Making Judgement (GTMJ can be found on the last pages of the unit plan and/or student assessment booklet); explicitly states how the students will be assessed against standards</td>
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<tr>
<td>- The Assessment Task and Model Response (downloaded as an attachment); provide an exemplar on how students can demonstrate their knowledge. Assessment tasks may be adjusted ensuring that curriculum intent is maintained – please see differentiation: special provisions below.</td>
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<tr>
<td>- The text used for the assessment task (some tasks don’t have a text)</td>
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<tr>
<th><strong>Contextualising Process: Explicit Instruction</strong></th>
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<tbody>
<tr>
<td>Using the knowledge gained in the unpacking process, teachers can identify the salient features that must be taught for students to achieve success. Teachers can then plan a lesson sequence based on the Gradual Release Model by using their own professionalism and creativity. C2C lesson plans and resources may aid teachers in this process. Example <a href="#">Contextualised Lesson Templates</a> are available in the appendix for teachers to use.</td>
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</tbody>
</table>
Creating a Know and Do Checklist

Know and Do tables/checklists/posters clearly identify what students need to Know and Do to be successful in their assessment tasks. Railway Estate checklists include A-C/D so that students know what is required to achieve each grade. However, it is still an expectation that we have high standards for our students and ensure that we teach to an ‘A’ standard.

Know and Do checklists can be used in a variety of ways including:
- Self-reflection
- Setting goals
- Peer feedback
- Lesson Intents (WALTs) reference
- Pre/mid task marking/feedback sheet
- Parent document outlining task requirements
- Checklist used for editing work
- To track progress

Process to develop a Know and Do checklist
1. Gather appropriate curriculum documents:
   a. Mapping documents which include achievement standards, content descriptors, elaborations, assessment and monitoring tasks intent and identified area of GTMJ (or use relevant sections and attachments of unit plans)
   b. A-C Know and Do template to write/type in.
   c. Australian Curriculum website for use of glossary and elaboration
2. Highlight the aligned mapping document or relevant sections of the unit plan (Achievement Standard, Content Descriptions and Concepts/Elaborations) to identify the curriculum intent of the assessment task (the blue circles with the ‘A’ represent the assessment task/s). If more clarification is required, click on the hyperlink of the Content Descriptions to take you to the elaborations, or visit the Australian Curriculum website. Alternatively, this information can be found in the C2C unit plans.
3. Reflect on main intent/focus of the unit to develop/design pre-task
4. Look at GTMJ. Begin at the top and work down. If required, elaborate on the GTMJ using knowledge from the aligned mapping document to assist when making judgements in the future. Add details including ‘what’ and ‘why’ to the Know and Do table in the A-C columns.
5. Look at the assessment task, modelled response and text. If required, elaborate on the GTMJ using knowledge from the modelled response to assist when making judgements in the future. Add details to the Know and Do table.

Expected Practice of Know and Do Checklists
Know and Do tables should be:
- used to support student learning and inform teaching
- purposeful for students to take ownership of their learning
- understandable for students eg. metalanguage explained and examples provided on learning wall
- differentiated in A,B,C expectations
- 100% aligned to Australian Curriculum and GTMJ
- measurable and demonstrable eg. A&B verbs demonstrate higher order thinking
- referred to at the beginning and end of every explicit lesson so that students understand the link between the lesson intent and the assessment task requirement
- visible and accessible to students eg. available on learning wall, in student books
Pre and Mid Task Data Meetings Process

1. Discuss process used to develop, implement and provide feedback to students on the mid-task
2. Discuss generic findings and next steps in teaching and learning. How is this reflected in your planning?
3. Discuss student data referring to One School class groupings, work samples, and year level/school data targets
4. Identify flagged students and discuss instructional strategies to make progress
5. Adjust planning and teaching accordingly
6. Monitor student learning and provide multiple opportunities to apply knowledge

**Differentiation: Special provisions**

All students are entitled to show their knowledge, understanding and skills in response to assessments. Accordingly schools and teachers ensure that all students are able to participate in assessment and demonstrate the full extent and depth of their learning.

Special provisions in the conditions of assessment reflect differentiation, or adjustments, made in teaching and learning. Special provisions are not adjustments to the standards on which student work is judged. They do not involve compensating for what the student does not know or cannot do. Special provisions in the conditions of assessment are applied consistently across the school.

Special provisions in assessment are made through the way the assessment is presented, the way students are allowed to respond, the physical conditions and/or the time allocated for the assessment tasks.

Special provisions in the conditions of assessment may include:
- presentation - changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.
- response - allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this does not compromise what is specifically being assessed
- setting - changing location including the physical or social conditions in which the assessment is completed
- timing - allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.

**Level 1: Differentiated and explicit teaching for all students**

Railway Estate SS provides differentiated teaching to respond to the particular learning needs of all students as a regular part of curriculum provision.

Informed by student performance data and validated research, teachers vary what students are taught, how they are taught and how students demonstrate what they know. Teachers differentiate instruction in response to data and day-to-day monitoring that indicates the particular learning needs of students. Teachers purposefully plan a variety of ways to: engage students; assist them to achieve the expected learning; and to demonstrate their learning. At Railway Estate SS, differentiation occurs at the class level when teachers form ability-based reading groups, work in the different phases of the Gradual Release of Responsibility, provide feedback to students on their individual progress, work towards student goals and gather student learning data through short term data cycles.

**Focussed Teaching: Level 2, Small group or focussed teaching**

Railway Estate SS provides focussed teaching for students who continue to demonstrate that they are not meeting year-level achievement standards or behaviour expectations.
Focussed teaching provides additional support by revisiting key concepts and/or skills and using explicit and structured teaching strategies, in particular aspects of a learning area or behaviour skill. Focussed teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Some students require additional support to meet year-level expectations in a particular strand, mode, or part of a learning area/subject. At Railway Estate SS focussed teaching is demonstrated and recorded through Case Management meetings, Words their Way program, Reading groups, individual sight word practice and Individual Learning Plans. It also occurs at a unit level when teachers continue to work with particular students in the guided phase of the Gradual Release Model. For some students, focussed teaching addresses more significant support needs in regards to participation, curriculum and behaviour.

**Level 3 – Intensive teaching**

Intensive teaching involves frequent and explicit instruction, with individuals or small groups, to develop sequential mastery of basic concepts, skills and knowledge.

Some students may require intensive teaching for a short period of time, for particular aspects of the curriculum or behaviour skills, for example Positive Behaviour Support Plan and Support-A-Talker program. Other students may require intensive teaching for a more prolonged period of time.

A small number of students may be provided with a lower or higher year-level curriculum in one or more learning areas. This is always done in consultation with parent(s) and requires an Individual Curriculum Plan.

For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student.

**Modification: Individual Curriculum Plans**

An Individual Curriculum plan (ICP) is required when a student is working at a higher or lower year-level curriculum than their age cohort. An ICP documents intended curriculum, pedagogy and assessment provisions for the next reporting period. An ICP can apply to some learning areas, or to the whole curriculum. Students can work on a full ICP for a year of work or a partial ICP in which a student will work on a years work over a couple of years. Decisions are based on collaborative analysis of student achievement data and in consultation with the student’s parent/s. ICPs and supporting evidence are documented in One School.

An ICP is required for any student who needs a different year-level curriculum than their age cohort. These may be students:

- with a verified disability (EAP categories)
- identified with a disability in accordance with the Disability Discrimination Act 1992 (DDA)
- with learning difficulties
- learning English as a second language/dialect (EAL/D)
- who are gifted and talented.

Students with ICPs that have parent permission to be assessed at a different juncture require modifications to assessment tasks and the teaching and learning sequence. Modifications to ICP assessment tasks are completed after the unpacking process. The process is as follows:

- Use the school’s aligned Mapping Document or the Australian Curriculum Scope and Sequence to align assessed Content Descriptions
- Use the relevant year level mapping document to highlight relevant aspects of the year level curriculum documented in the student’s ICP by using the aligned sub-strand areas
- Modify year level GTMJ using the ICP’s year level curriculum selected in the previous steps
- Modify or create assessment scaffold
- Identify salient features from the previous steps to develop explicit lesson sequence
SWD and ESL teachers are available to assist classroom teachers to adjust the curriculum program and assessment tasks to meet the individual needs of SWD and ESL students. If One School is not used, an example Modification Unit Template is available for teachers to record the modifications to the curriculum.

**Individual Curriculum Plan (ICP) meetings:** Classroom teachers that have students that are working above or below the curriculum year level standard, will be required to work closely with the HOSES/HOC to adjust the curriculum program and assessment tasks to meet the individual needs of the students. Adjustments must be finalised by teachers and available on GDrive/One School by the first week of the new term.

**Differentiation: Personalised Learning Examples from the Australian Curriculum Website**

<table>
<thead>
<tr>
<th>Curriculum: ICP</th>
<th>Instructional Strategies</th>
<th>Environment</th>
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</thead>
<tbody>
<tr>
<td>• drawing from learning area content at different levels along the Foundation to Year 10 sequence to personalise age-equivalent content (for example, some Year 6 students will be able to plan and conduct a specific investigation making decisions about variables, while others may take part in the same investigation but at a less complex level by exploring and answering questions)</td>
<td>• scaffolding student learning through guided practice and support</td>
<td>• providing peer assistance (for example, using buddy systems, peer-assisted learning and peer tutoring)</td>
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<tr>
<td>• drawing from and emphasising specific aspects of one or more of the general capabilities to adjust the learning focus in a particular learning area (for example, teaching targeted numeracy skills or ethical understanding through a science lesson)</td>
<td>• modelling and demonstrating skills, knowledge and cognitive strategies</td>
<td>• use of support personnel</td>
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<td>• drawing from and emphasising specific aspects of one or more of the cross-curriculum priorities to adjust the learning focus of a particular learning area (for example, providing opportunities to examine historical perspectives from an Aboriginal or Torres Strait Islander viewpoint)</td>
<td>• explicit and systematic instruction</td>
<td>• scheduling (for example, a sequence of events)</td>
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<tr>
<td>• aligning individual learning goals with age-equivalent learning area content (for example, incorporating communication goals into a problem-solving task in a maths lesson).</td>
<td>• identifying key vocabulary for explicit instruction</td>
<td>• use of technology and augmentative and alternative communication systems</td>
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<td></td>
<td>• organising and connecting knowledge, skills and values to promote generalisation</td>
<td>• providing access to alternative equipment and furnishings</td>
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<td></td>
<td>• motivating students through engagement with personal interests</td>
<td>• providing physical access to the teaching and learning environment eg. Learning Wall</td>
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<td></td>
<td>• levels of prompting</td>
<td>• changes to buildings and classrooms.</td>
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<td></td>
<td>• modelling problem solving</td>
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<td>• providing opportunities for the student to think aloud (verbalisation)</td>
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<td>• providing feedback and correction</td>
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<td></td>
<td>• using cross-curricular and naturally occurring learning opportunities to enhance individual learning goals</td>
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<td>• providing alternative representations of teaching and learning materials (for example, using multimedia, Braille, illustrated texts, simplified texts or captioned video)</td>
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<td></td>
<td>• providing alternative opportunities for students to represent their learning (for example, using technology and augmentative and alternative communication systems)</td>
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<td></td>
<td>• frequent cumulative review</td>
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<td>• providing opportunities for generalisation and maintenance</td>
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<td></td>
<td>• providing opportunities for the student to work at a faster pace (acceleration, compacting), at greater breadth (enrichment) and in more depth (extension).</td>
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</table>
Please refer to the following document for more information

**P-12 Policy Statement: Assessment**

*A whole school approach to support student learning*

**Curriculum Provisions for students with disabilities**

**Curriculum Provisions for gifted and talented students**

**Australian Curriculum website: Student Diversity Advice:** Personalised Learning

### KLA Time Allocations

Railway Estate complies with QSA’s time allocations. Below is a weekly summary.

Please refer to the following document for more information regarding time allocations.

**Recommended curriculum time allocations for Queensland state schools 2014-2016**

Languages in Queensland state schools


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<tr>
<th></th>
<th>Prep</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<td><strong>Science</strong></td>
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<td><strong>History</strong></td>
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<td>30 min</td>
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<td>1 hr 45 min</td>
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<td><strong>HPE</strong></td>
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<td>School discretion (Up to 2hrs)</td>
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<td><strong>Technology</strong></td>
<td>School discretion (previously 30 min)</td>
<td>School discretion (previously 1hr)</td>
<td>School discretion (previously 1hr 30 mins)</td>
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<td><strong>Art</strong></td>
<td>School discretion (previously 1hr)</td>
<td>School discretion (previously 1hr 15 mins)</td>
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<tr>
<td><strong>Geography</strong></td>
<td>School discretion (previously 30 min)</td>
<td>School discretion (previously 1hr)</td>
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<tr>
<td><strong>Civics and Citizenship</strong></td>
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<td>NA</td>
<td>NA</td>
<td>School discretion (recommended 30 min)</td>
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<tr>
<td><strong>Economics and Business</strong></td>
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<td>School discretion (recommended 30 min)</td>
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<td><strong>LOTE</strong></td>
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<td>Grade</td>
<td>2015</td>
<td>2016 Dance Visual Arts</td>
<td>2017 Drama Media</td>
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<td>56 = 5</td>
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Planning expectations:

One aspect of quality teaching and learning in classrooms requires the development of the documents below; particularly for audit purposes. It is expected that the following documents will be developed and ready to use prior to the commencement of each unit.

In all aspects of planning it is expected that teachers will demonstrate use of data, including internal school data (eg Running Records) and systemic data (E.g. NAPLAN), to inform planning.

<table>
<thead>
<tr>
<th>Generic (particularly useful for TRS days)</th>
<th>Australian Curriculum</th>
<th>Literacy and Numeracy</th>
<th>Students with Needs</th>
<th>Other KLA’s (Technology/Art)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic class timetable</td>
<td><em>Collaboratively identify salient features of the assessment task using the aligned mapping documents, GTMJ, Assessment task and modelled response</em></td>
<td>Term Literacy Block planning using CAFE, Strive, WTW, 7 Steps in writing, Daily 5</td>
<td>Individual Curriculum Plan (ICP) (endorsed by parents) for students working above or below year level standards</td>
<td>*Unit Plan based on the Essential Learnings (EL’s) including student task sheet, exemplar and GTMJ</td>
</tr>
<tr>
<td>Generic student adjustment record</td>
<td><em>Elaborate on GTMJ using knowledge from the aligned mapping document, GTMJ, Assessment task and modelled response</em></td>
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<tr>
<td>Weekly plan detailing WALT and WILF of lessons and activities to be taught each week</td>
<td><em>Create an A-C ‘Know and Do’ unit poster or student checklist based on assessment salient features. Available on learning wall and/or student books. Should be referred to every lesson.</em></td>
<td>Individual student reading and spelling goals and targets with a system for students to know their targets and strategies to improve</td>
<td><em>Reporting Alignment Document current with modified units in preparation for modified reporting</em></td>
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<td></td>
<td><em>Develop / modify assessment tasks, modelled response as required</em></td>
<td>All maths strands taught and evident in planning</td>
<td><em>Modified unit plan, GTMJ and assessment task</em></td>
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<td></td>
<td><em>Create an aligned pre- and mid-task and scheduled monitoring opportunities that is used to inform teaching. Documented on Surfboard.</em></td>
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<td>Salient features used to plan explicit sequenced teaching and learning episodes using the Gradual Release Model</td>
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<td>Monitoring throughout units with feedback provided to assist students achieve assessment task standards</td>
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<td>Student differentiation specific to unit (noted in unit overview and/or weekly plans)</td>
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<td>Use Know and Do / salient features to plan term explicit sequenced teaching and learning episodes using the Gradual Release Model and other school pedagogical approaches. WALT, WILF should be evident in Term and Weekly Planning. Example of Term Planning templates available in the appendix.</td>
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<td>Individual student differentiation specific to unit (noted in Term Planning and/or weekly plans)</td>
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<td>Visible learning resources available to promote Assessment Literate Learners eg. Learning wall, anchor charts, analysed modelled response, 5 questions for students. And referred/added to each lesson</td>
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<td>Cohort moderation of assessment task one week after completion</td>
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<td>Marked assessment task returned to students and placed in Assessment Folder with written feedback on GTMJ in preparation for parent-teacher-student interviews</td>
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<td>Assessment results and comment codes recorded on One School two weeks after assessment completion</td>
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<td><em>Reporting Alignment Document current with units</em></td>
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*Required prior to the teaching of each unit. Email a copy to HOC for inclusion in the Curriculum Plan.

*Bold items in regular font must be the same across all classes in the same year level and be available on the GDrive Curriculum Plan.

*Italicised items are required to be contextualised to your individual class and available upon request*
Curriculum Plan 2017

Railway Estate School Vision

Creating a responsive learning environment that develops responsible, reflective and respectful learners, who strive for success.
**Grade PREP**

**Curriculum Framework 2017 Working Document (Option 1 – same as 2016 – Version 4 and 4 units used)**

### English (Kylie)

**Unit 1: Exploring a new world**

**Term 1**
- **Overview**
  - In this unit, students listen to and read texts to explore place settings and complement visual patterns in a range of literary and non-literary texts with fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literacy and literacy within the five contexts of learning: focused teaching and learning, play, real-life situations, investigations and routines and transitions.
  - In this unit, students read, view and listen to a range of stories with animals and ask questions about the animals in the stories. Students create an informative text about a character in a literary text.

**Assessment Tasks**
- **Monitoring**:
  - **Reading monitoring task – Speaking** Talk about a favourite story (Yr PY) – Students present a talk explaining a character and a main event from a story.

**Unit 2: Language and reading strategies**

**Term 2**
- **Overview**
  - In this unit, students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain and educate children. They engage in multiple opportunities to learn about language, literacy and literacy within the five contexts of learning: focused teaching and learning, play, real-life situations, investigations and routines and transitions.
  - Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.

**Assessment Tasks**
- **Monitoring**:
  - **Reading monitoring task – Speaking** To demonstrate comprehension of, and connection to, a familiar story through retelling events.

### Maths (Kylie – number – other)

**Unit 1: The living world**

**Term 3**
- **Overview**
  - In this unit, students will use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists observe and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and that there are consequences when needs are not met.

**Assessment Tasks**
- **Monitoring**:
  - **Investigating** It’s your turn to record the growth of your bean plant (Lesson 2) (Yr PY) - To sort and classify information about objects.

### Science (Angela)

**Unit 1: Changes and seasonality**

**Term 4**
- **Overview**
  - In this unit, students will use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in weather and apply their knowledge to weather predictions. Students use familiar three-dimensional objects, copy and describe the shapes of faces of objects, sort and describe familiar two-dimensional shapes.

**Assessment Tasks**
- **Monitoring**:
  - **Investigating** It’s your turn to record the growth of your bean plant (Lesson 2) (Yr PY) – Students create a variety of opportunities for students to demonstrate their knowledge and understanding over time.

### Assessment Changes

- **Changes to assessed elements of achievement standard**
  - Added assessment task: Sorting shapes
  - Refined assessment task: On my plate
  - Changed lesson order
  - Changes to lesson content

### Science (Angela)

**Unit 2: Weather watch**

**Term 4**
- **Overview**
  - In this unit, students will use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in weather and apply their knowledge to weather predictions. Students use familiar three-dimensional objects, copy and describe the shapes of faces of objects, sort and describe familiar two-dimensional shapes.

**Assessment Tasks**
- **Monitoring**:
  - **Investigating** It’s your turn to record the growth of your bean plant (Lesson 2) (Yr PY) – Students create a variety of opportunities for students to demonstrate their knowledge and understanding over time.

### Assessment Changes

- **Changes to assessed elements of achievement standard**
  - Added assessment task: Location and transformation (Year 3) - mathematical guided inquiry
  - Removed assessment task: Measurement - mathematical guided inquiry
  - Changed lesson order
  - Changes to lesson content

**Unit 3: Weather watch**

**Term 5**
- **Overview**
  - In this unit, students will use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in weather and apply their knowledge to weather predictions. Students use familiar three-dimensional objects, copy and describe the shapes of faces of objects, sort and describe familiar two-dimensional shapes.

**Assessment Tasks**
- **Monitoring**:
  - **Investigating** It’s your turn to record the growth of your bean plant (Lesson 2) (Yr PY) – Students create a variety of opportunities for students to demonstrate their knowledge and understanding over time.

### Assessment Changes

- **Changes to assessed elements of achievement standard**
  - Added assessment task: Location and transformation (Year 3) - mathematical guided inquiry
  - Removed assessment task: Measurement - mathematical guided inquiry
  - Changed lesson order
  - Changes to lesson content

**Unit 4: Move it, move it**

**Term 5**
- **Overview**
  - In this unit, students will use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in weather and apply their knowledge to weather predictions. Students use familiar three-dimensional objects, copy and describe the shapes of faces of objects, sort and describe familiar two-dimensional shapes.

**Assessment Tasks**
- **Monitoring**:
  - **Investigating** It’s your turn to record the growth of your bean plant (Lesson 2) (Yr PY) – Students create a variety of opportunities for students to demonstrate their knowledge and understanding over time.

**Unit 5: Local materials**

**Term 5**
- **Overview**
  - In this unit, students will use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in weather and apply their knowledge to weather predictions. Students use familiar three-dimensional objects, copy and describe the shapes of faces of objects, sort and describe familiar two-dimensional shapes.

**Assessment Tasks**
- **Monitoring**:
  - **Investigating** It’s your turn to record the growth of your bean plant (Lesson 2) (Yr PY) – Students create a variety of opportunities for students to demonstrate their knowledge and understanding over time.

### Assessment Changes

- **Changes to assessed elements of achievement standard**
  - Added assessment task: Location and transformation (Year 3) - mathematical guided inquiry
  - Removed assessment task: Measurement - mathematical guided inquiry
  - Changed lesson order
  - Changes to lesson content

**Unit 6: Move it, move it**

**Term 6**
- **Overview**
  - In this unit, students will use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in weather and apply their knowledge to weather predictions. Students use familiar three-dimensional objects, copy and describe the shapes of faces of objects, sort and describe familiar two-dimensional shapes.

**Assessment Tasks**
- **Monitoring**:
  - **Investigating** It’s your turn to record the growth of your bean plant (Lesson 2) (Yr PY) – Students create a variety of opportunities for students to demonstrate their knowledge and understanding over time.

**Unit 7: Science in our world**

**Term 6**
- **Overview**
  - In this unit, students will use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in weather and apply their knowledge to weather predictions. Students use familiar three-dimensional objects, copy and describe the shapes of faces of objects, sort and describe familiar two-dimensional shapes.

**Assessment Tasks**
- **Monitoring**:
  - **Investigating** It’s your turn to record the growth of your bean plant (Lesson 2) (Yr PY) – Students create a variety of opportunities for students to demonstrate their knowledge and understanding over time.

**Unit 8: Science in our world**

**Term 6**
- **Overview**
  - In this unit, students will use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in weather and apply their knowledge to weather predictions. Students use familiar three-dimensional objects, copy and describe the shapes of faces of objects, sort and describe familiar two-dimensional shapes.

**Assessment Tasks**
- **Monitoring**:
  - **Investigating** It’s your turn to record the growth of your bean plant (Lesson 2) (Yr PY) – Students create a variety of opportunities for students to demonstrate their knowledge and understanding over time.
### Unit 1: Personal and Family Histories - Exploring families and comparing past and present

**Assessment Tasks**
- **Parade** - Collage: Students devise, perform and respond to a process drama called "My place.

**Art (Optional - not reportable)**

**Unit 1: Drama: My place Version 5**

- **Theme:** Students refer to a visual representation of their family. They pose questions and answers by relating a story about their past. They identify similarities and differences between families in the present and the past.
- **Taster Band Pond Parade**

**Unit 2: Design Technologies: Grow, grow, grow Version 5**

- **Theme:** Students explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet people's needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack.

**Unit 1: Media: Family stories Version 5**

- **Theme:** Students explore characters and settings in media artworks inspired by a family story. They will:
  - understand representation and story principles including: structure, character and settings
  - respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.
In this unit, students listen to, read, and view a range of narratives, including some multi-modal texts, to explore the use of descriptive language in the construction of character. Students use a range of resources such as dictionaries, thesauri, and online resources to help them identify and use differentiating vocabulary and connect meaning to their prior knowledge. They use their own experiences, personal observations and relevant social issues and present their views to a familiar audience.

This unit is based on Unit 2 of ‘Year 2: Stories of families and friends’ and Prep Units 1-2 ‘Engaging and relating stories’. Prep Units 1-2 Content descriptions are embedded throughout the learning sequence.

In this unit, students listen to, read, and view a range of poetry. As a group, students express their personal responses and thoughts about various poems. Students create their own imaginative recitations of a poem of rhyme and present it to a familiar audience.

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In this unit, students listen to, read, and view a range of poetry. As a group, students express their personal responses and thoughts about various poems. Students create their own imaginative recitations of a poem of rhyme and present it to a familiar audience.
In this unit, students will investigate the following questions:

• How do we describe the sequence of time?

In this unit, students will develop an understanding of terms indicating the passage of time which are frequently used in stories and conversations about the past and how these terms are used to describe dates and changes that have personal significance.

Assessment Tasks

Assignment/Project - Collection of work (Yr Prep and Yr 1): Students identify similarities and differences between families and pose questions and roles about their past. They collect photographs representing key personal influences and events to include in a time capsule book. They use the source to create a timeline and relate a story using these photographs.

Assignment/Project - Collection of work (Strath Grade 5 Class): Students undertake three assessment tasks throughout the course of the unit to form a collection of work, including selecting an object and events that have personal or family significance and sequencing the information on a timeline, posing and answering questions about the object and its significance, and events and telling a story about the sequence of events.

In this unit, students will explore the characteristic and properties of materials and components that are used to produce designed solutions. They will design and make a puppet. Students will apply these processes and production skills:

• describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital and digital contexts
• develop foundational skills in computational and systems thinking when solving problems
• work with others to create and organise ideas collaboratively
• share ideas, information and solutions in a safe online environment.

Suggested paper types include:

• Mathematics Yr 1 Unit 1, as which students are required to record, collect and represent data for a group of people as a process to solve real-life problems.

Assessment Tasks

Collection of work - Computers: Handy helpers: Collection of work (Yr 01, 02, PY): Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning and design an algorithm to solve a problem.

Assignment/Project - Collections of work/ digital portfolios: Students design an interactive project or portfolio that demonstrates understanding and knowledge over time.

Assessment Tasks

Collections of work/ digital portfolios: Students create and respond to others' collections of work using digital and non-digital media.
### Grade One

#### Curriculum Framework 2017 Working Document (updated V5 based on straight Grade 1)

**Terms**
- **Term 1**
- **Term 2**
- **Term 3**
- **Term 4**

**Unit 1: Engaging with poetry – Version 5**

- **Term 1**
  - Literature response – oral – Create and present a character (Yr 01) Students create and present a character for a familiar story.
  - Short answer questions – Reading and listening comprehension (Yr 01) Students identify and reproduce characters and settings that represent sounds heard and make literal and inferred meaning about plot and character in stories.

- **Term 2**
  - Short answer questions – Reading and listening comprehension (Yr 01) Students identify and reproduce characters and settings that represent sounds heard and make literal and inferred meaning about plot and character in stories.

- **Term 3**
  - Short answer questions – Reading and listening comprehension (Yr 01) Students identify and reproduce characters and settings that represent sounds heard and make literal and inferred meaning about plot and character in stories.

- **Term 4**
  - Short answer questions – Reading and listening comprehension (Yr 01) Students identify and reproduce characters and settings that represent sounds heard and make literal and inferred meaning about plot and character in stories.

**Unit 2: Exploring the language of communication – version 5**

- **Term 1**
  - Informative response – oral – Create and present a character (Yr 01) Students create and present a character for a familiar story.

- **Term 2**
  - Informative response – oral – Create and present a character (Yr 01) Students create and present a character for a familiar story.

- **Term 3**
  - Informative response – oral – Create and present a character (Yr 01) Students create and present a character for a familiar story.

- **Term 4**
  - Informative response – oral – Create and present a character (Yr 01) Students create and present a character for a familiar story.

**Unit 3: Braving cultural issues – Version 5**

- **Term 1**
  - Short answer questions – Reading and listening comprehension (Yr 01) Students identify and reproduce characters and settings that represent sounds heard and make literal and inferred meaning about plot and character in stories.

- **Term 2**
  - Short answer questions – Reading and listening comprehension (Yr 01) Students identify and reproduce characters and settings that represent sounds heard and make literal and inferred meaning about plot and character in stories.

- **Term 3**
  - Short answer questions – Reading and listening comprehension (Yr 01) Students identify and reproduce characters and settings that represent sounds heard and make literal and inferred meaning about plot and character in stories.

- **Term 4**
  - Short answer questions – Reading and listening comprehension (Yr 01) Students identify and reproduce characters and settings that represent sounds heard and make literal and inferred meaning about plot and character in stories.

**Unit 4: Creating digital procedural texts**

- **Term 1**
  - Short answer questions – Reading and listening comprehension (Yr 01) Students identify and reproduce characters and settings that represent sounds heard and make literal and inferred meaning about plot and character in stories.

- **Term 2**
  - Short answer questions – Reading and listening comprehension (Yr 01) Students identify and reproduce characters and settings that represent sounds heard and make literal and inferred meaning about plot and character in stories.

- **Term 3**
  - Short answer questions – Reading and listening comprehension (Yr 01) Students identify and reproduce characters and settings that represent sounds heard and make literal and inferred meaning about plot and character in stories.

- **Term 4**
  - Short answer questions – Reading and listening comprehension (Yr 01) Students identify and reproduce characters and settings that represent sounds heard and make literal and inferred meaning about plot and character in stories.

**Assessment Tasks**

- **Term 1**
  - Students use simple strategies in reason and solve data and money inquiry questions.

- **Term 2**
  - Students use simple strategies in reason and solve data and money inquiry questions.

- **Term 3**
  - Students use simple strategies in reason and solve data and money inquiry questions.

- **Term 4**
  - Students use simple strategies in reason and solve data and money inquiry questions.
In this unit, students will describe the observable features of a variety of landscapes and skies. They will consider changes in the sky and landscape, and the impact of these changes on themselves and other living things. Students will represent observable features and share ideas with others about changes in the sky and landscape and how they affect everyday life.

Assessment Tasks

- Poster/multi-modal presentation - My changing world (Yr 01)
- Monitoring - Represent the effects of changes on everyday life (Yr 01)
- Investigate how light and sound affects everyday life and the effects of interacting with them. Students participate in guided investigations of everyday phenomena.

Unit 4: Light and sound

Version 5 – updated from 2016

In this unit, students will explore how everyday materials can be physically changed in a variety of ways. They will consider changes in the sky and landscape, and the impact of these changes on themselves and other living things. Students will represent observable features and share ideas with others about changes in the sky and landscape and how they affect everyday life.

Assessment Tasks

- Short answer questions - A better place (Yr 01)
- Assignment/Project - Investigating a material's ability to contain water (Lesson 6)
- Monitoring - Investigate how light and sound affects everyday life and the effects of interacting with them. Students participate in guided investigations of everyday phenomena.

Unit 5: Change around us

Version 5 – updated from 2016

In this unit, students will describe the observable features of a variety of landscapes and skies. They will consider changes in the sky and landscape, and the impact of these changes on themselves and other living things. Students will represent observable features and share ideas with others about changes in the sky and landscape and how they affect everyday life.

Assessment Tasks

- Poster/multi-modal presentation - My changing world (Yr 01)
- Monitoring - Represent the effects of changes on everyday life (Yr 01)
- Investigate how light and sound affects everyday life and the effects of interacting with them. Students participate in guided investigations of everyday phenomena.

HPE

Yearly Overview

Science

- Light and sound

Version 5 – updated from 2016

In this unit, students will investigate the following questions:

- Posing questions, students create three questions about daily life in the past and pose the questions to a grandparent or significant older person.
- In Part B - How has daily life changed or stayed the same? Students analyse responses and record information collected on a graphic organiser. In Part C - Relating stories, students write a historical narrative about daily life in the past explaining how some aspects have changed while others have remained the same.

Assessment Tasks

- Assignment/Project - Collection of work (Straight Grade 1 Class) Students undertake three assessment tasks throughout the course of the unit to form a Collection of work, including selecting an object and events that have personal or family significance and sequencing the information on a timeline, posing and answering questions about the object and/or significant past events and telling a story related to the sequence of events.
- Assignment/Project - Collection of work (Yr 01) Students describe the effects of physical changes made to a material to make a boat that floats. Students make a prediction, conduct an investigation and record observations.
- Monitoring - Investigate how light and sound affects everyday life and the effects of interacting with them. Students participate in guided investigations of everyday phenomena.

Humanities and Social Science: History

- In this unit, students will explore characters and settings in media artworks inspired by a family story. They will:
- • understand representation and story principles including: structure, character and settings
- • explore role and dramatic action in process drama and dramatic play about place/space, identifying visual features of the place/space including special words such as those used by
- • interpret and evaluate images, stories, and social plays about place/space, identifying visual features of the place/space including special words such as those used by
- • develop foundational skills in computational and systems thinking when solving problems
- • work with others to create and organise ideas and information
- • share ideas, information and solutions in a safe online environment.

Art

- In this unit, students will explore characters and settings in media artworks inspired by a family story. They will:
- • understand representation and story principles including: structure, character and settings
- • interpret and evaluate images, stories, and social plays about place/space, identifying visual features of the place/space including special words such as those used by
- • develop foundational skills in computational and systems thinking when solving problems
- • work with others to create and organise ideas and information
- • share ideas, information and solutions in a safe online environment.

Tech.

- Exploring everyday life and the effects of interacting with them. Students participate in guided investigations of everyday phenomena.

Assessment Tasks

- Assignment/Project - Investigating a material's ability to contain water (Lesson 6)
- Monitoring - Investigate how light and sound affects everyday life and the effects of interacting with them. Students participate in guided investigations of everyday phenomena.

Assessment Tasks

- Collection of work - Personal stories: Students explore family life, daily life and the past. They will:
- • explore and describe how digital systems can be used for particular purposes in daily life
- • collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning
- • describe, follow and apply a sequence of steps and decision algorithms in non-digital and digital contexts
- • develop foundational skills in computational and systems thinking when solving problems
- • work with others to create and organise ideas and information
- • share ideas, information and solutions in a safe online environment.

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- • share ideas, information and solutions in a safe online environment.

Notes

- Drama, Media, Design Tech and Digital Tech are new Australian Curriculum C2C units – these are not compulsory, however if they are not used, alternate QLD curriculum units must be used (see Curriculum Plans from 2014-2016 for examples) or created.
In this unit, students will investigate the following questions:

• What aspects of the past can you see today? What do they tell us?

The content provides opportunities to develop historical understandings through the key concepts of continuity and change, and cause and effect.

It will also develop student capacity to pose questions about sources such as artifacts, and to compare and sequence objects from the past and the present.

Art

In this unit students make and respond to drama by exploring the school/local community and imagined places as stimulus for process drama and dramatic play.

This unit complements the concepts taught in Prep Geography Unit 1 What is my place like?

Assessment Tasks

• Perform a dramatic action in process drama and dramatic play about characters, identifying special features of the characters, including names, roles and roles, and building up and sustaining the conversation.

• Create a dramatic action in process drama and dramatic play about characters, identifying special features of the characters, including names, roles and roles, and building up and sustaining the conversation.

Unit 1 Design and technologies: Spin it! - Version 7 - New C2C

In this unit, students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use.

Suggestions for alternative projects are also described.

Students will apply these processes and production skills:

• Investigating spinning toys and analysing how they are made and how they work.

• Generating and refining design ideas, communicated by simple drawings and models.

• Producing a functional product that appeals to the client.

• Evaluating their design and production processes.

• Collaborating and少儿 by working with other students and by sequencing the steps for the project.

This unit can partner with Science Year 2 Unit 1 - Textiles. Also works with multi-age Science Unit 2: Mastering Materials

Assessment Tasks

• Collect the materials used in the unit and show the students how they contribute to the unit.

• Assess the students' understanding of the processes involved in the project.

• Evaluate the students' design and production skills.

• Assess the students' ability to communicate with the client.

HPE

See Specialist HPE Year 2 Outline below.

Notes

-Drama, Media, Design Tech and Digital Tech are new Australian Curriculum C2C units – these are not compulsory, however if they are not used, alternate QLD curriculum units must be used (see Curriculum Plans from 2014-2016 for examples) or created.
Term 1

In this unit, students read and analyse traditional stories from Asia. They demonstrate understanding of a range of perspectives and make connections between these perspectives and their own. They develop an understanding of the importance of preserving cultural heritages for current and future generations.

Term 2 - SNAP

In this unit, students create their own traditional stories and share them with others. They make connections between their stories and others from different cultures.

Term 3

In this unit, students identify and analyse the literary devices used in poetry by studying a range of poems. They create a haiku poem and present it to a familiar audience in an informal context.

Term 4

In this unit, students read and analyse a quest novel. In the assessment tasks, students present different solutions to the problems posed in the quest novel and justify their choices of solutions.
In this unit, students will investigate the properties of solids and liquids, including the effect of adding solutes on the density of solutions. Students will explore the effects of adding and removing heat to objects and will investigate the role of temperature in the movement of molecules. They will also study the properties of different materials and explore how these properties can be used to solve practical problems. Students will examine how science is involved in making decisions and how it can influence their own and others' actions. They will be encouraged to ask questions and make predictions, assess safety, record and analyse results, consider fairness, and communicate their findings. They will learn about the importance of science in different areas of life and how it can help solve real-world problems.

**Assessment Tasks:***

- **Portfolio - Collection of work:** To demonstrate the students' understanding of the properties of solids and liquids, and how these properties can be used to solve practical problems.
- **Assignment/Project - Assessment:** To design and create a product that applies their knowledge of solids and liquids in a real-world context.
- **End of Term Assessment:** To evaluate the students' overall understanding of the unit's content.

**Science Objectives:**

- To investigate the properties of solids and liquids and how these properties can be used to solve practical problems.
- To explore how science is involved in making decisions and how it can influence their own and others' actions.
- To develop an understanding of the importance of science in different areas of life and how it can help solve real-world problems.

**Lesson Plans:**

- **Day 1:** Introduce the topic and set up the learning environment.
- **Day 2:** Investigate the properties of solids and liquids through hands-on experiments and discussions.
- **Day 3:** Explore how temperature affects the movement of molecules and how this can be used to solve practical problems.
- **Day 4:** Design and create a product that applies their knowledge of solids and liquids in a real-world context.
- **Day 5:** Summarise and review the key concepts covered in the unit.

**Materials Needed:**

- Solid and liquid materials
- Thermometers
- Measuring cups
- Food coloring
- Ice cubes
- Warm and cold water

**Key Concepts:**

- Properties of solids and liquids
- Temperature
- Solubility
- Density

**Teaching Strategies:**

- Hands-on experiments
- Group discussions
- Individual projects
- Real-world applications

**Assessment:**

- Portfolio: Collection of work (Yr 03, 04)
- Assignment/Project: Experiments of the Eora peoples (Yr 04)
- End of Term Assessment (Yr 03, 04)

**Unit 2: Properties matter**

- **Lesson Plans:**
  - **Day 1:** Introduce the topic and set up the learning environment.
  - **Day 2:** Investigate the properties of solids and liquids through hands-on experiments and discussions.
  - **Day 3:** Explore how temperature affects the movement of molecules and how this can be used to solve practical problems.
  - **Day 4:** Design and create a product that applies their knowledge of solids and liquids in a real-world context.
  - **Day 5:** Summarise and review the key concepts covered in the unit.

**Materials Needed:**

- Solid and liquid materials
- Thermometers
- Measuring cups
- Food coloring
- Ice cubes
- Warm and cold water

**Key Concepts:**

- Properties of solids and liquids
- Temperature
- Solubility
- Density

**Teaching Strategies:**

- Hands-on experiments
- Group discussions
- Individual projects
- Real-world applications

**Assessment:**

- Portfolio: Collection of work (Yr 03, 04)
- Assignment/Project: Experiments of the Eora peoples (Yr 04)
- End of Term Assessment (Yr 03, 04)
- Drama, Media, Design Tech and Digital Tech are new Australian Curriculum C2C units – these are not compulsory, however if they are not used, alternate QLD curriculum units must be used (see Curriculum Plans from 2014-2016 for examples) or created.
<table>
<thead>
<tr>
<th>Yr 4/5</th>
<th>Curriculum Framework 2017 Working Document</th>
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<tr>
<td><strong>Grade 4/5</strong></td>
<td><strong>Grammar Framework 2017 Working Document</strong></td>
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<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 2 - NAPLAN</strong></td>
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<td><strong>Term 3</strong></td>
<td><strong>Term 4</strong></td>
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</tbody>
</table>

### English (Grade 5 work, developed from Grade 4 units)

#### Unit 1
- Investigating author’s language in a familiar narrative – The Twist
- Version 5 used in 2018

#### Unit 2
- Examining humour in poetry – Version 5 used in 2016

#### Unit 3
- Understanding Aboriginal peoples’ and Torres Strait Islander peoples’ history and culture

#### Assessment Tasks
- Writing: Properties affecting the use of echoes (Yr 04): Students plan, conduct, evaluate and report on an investigation into the properties of echo and applies this knowledge to real-life situations.
- Monitoring: Absorbency Investigation (Lesson 7): (Yr 04)
- Monitoring: Annotated diagram showing relationships between living things (Lesson 7)
- Monitoring - Representing life cycles (Lesson 5 - Delving into life cycles) (Yr 04)

### Science

#### Unit 1
- Material use
- Version 5 (Yr 04)

#### Unit 2
- Our place in the solar system
- Version 5 (Yr 04)

#### Assessment Tasks
- **Written:** Properties affecting the use of echoes (Yr 04)
- **Assignment/Project:** Assessment task - Assessment template: Exploration of the solar system (Yr 04): Students identify the key features of the solar system including names and relative size and our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer question and solve problems. They will decide on variables to change and measure to conduct fair tests. Students will communicate their ideas in a variety of multimodal text including recording in data sheets and as a report for popular media.
- **Monitoring:** Absorbency Investigation (Lesson 7: Yr 04)
- **Monitoring:** Annotated diagram showing relationships between living things (Lesson 5 - Delving into life cycles) (Yr 04)

### Humanities and Social Science

#### Term 1
- Exploring the development of British colonies in Australia (Grade 5: Version 1)

#### Assessment Tasks
- **Written:** Properties affecting the use of echoes (Yr 04)
- **Assignment/Project:** The Amazing trick (Yr 05) to plan, conduct, evaluate and communicate findings using a range of text types, including reports and annotated diagrams.

### History

#### Assessment Tasks
- **Written:** Properties affecting the use of echoes (Yr 04)
- **Assignment/Project:** – The Amazing trick (Yr 05)
- **Monitoring:** Planning, conducting and reporting on investigations (Lesson 4 and 5: Yr 05)
- **Monitoring:** Student response to activity: Permeation construction and investigation (Lesson 3 and 5: Yr 05)

### Assessment Tasks
- **Written:** Properties affecting the use of echoes (Yr 04)
- **Assignment/Project:** The Amazing trick (Yr 05)
- **Monitoring:** Planning, conducting and reporting on investigations (Lesson 4 and 5: Yr 05)
- **Monitoring:** Student response to activity: Permeation construction and investigation (Lesson 3 and 5: Yr 05)

### Art

#### Unit 1
- Design Technologies: Repurpose it!
- Version 5

#### Assessment Tasks
- **Written:** Properties affecting the use of echoes (Yr 04)
- **Assignment/Project:** – The Amazing trick (Yr 05)
- **Monitoring:** Planning, conducting and reporting on investigations (Lesson 4 and 5: Yr 05)
- **Monitoring:** Student response to activity: Permeation construction and investigation (Lesson 3 and 5: Yr 05)

### Tech.

#### Assessment Tasks
- **Written:** Properties affecting the use of echoes (Yr 04)
- **Assignment/Project:** – The Amazing trick (Yr 05)
- **Monitoring:** Planning, conducting and reporting on investigations (Lesson 4 and 5: Yr 05)
- **Monitoring:** Student response to activity: Permeation construction and investigation (Lesson 3 and 5: Yr 05)
• Number and place value - make connections between the representations of numbers; partitioning and combining numbers; multiplication and division; fractions, decimals and percentages; money and financial mathematics; data representation and interpretation.

• Money and financial mathematics - calculate change to the nearest five cents, solve problems involving purchases and the calculation of change, use efficient mental and written strategies to solve money problems.

• Data representation and interpretation - build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, and apply appropriate units of measurement for length, area, capacity, and mass.

• Fractions and decimals - apply decimal place values to numbers, make connections between fractions and decimals, compare and order decimals, and solve problems involving decimals.

• Money and financial mathematics - calculate simple fractions and solve simple fraction problems, use estimation and rounding to check reasonableness, solve problems involving addition, subtraction, multiplication, and division, use efficient mental and written strategies to solve problems.

• Data representation and interpretation - build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, and apply appropriate units of measurement for length, area, capacity, and mass.

• Fractions and decimals - apply decimal place values to numbers, make connections between fractions and decimals, compare and order decimals, and solve problems involving decimals.

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• Money and financial mathematics - calculate change to the nearest five cents, solve problems involving purchases and the calculation of change, use efficient mental and written strategies to solve money problems.
Comparing texts

In this unit, students learn to:
- read and view a range of poetry, prose, and drama from different times and cultures;
- create a list of products and services that are powered by natural energy, and describe their impact on the environment;
- explore themes from two novels or short story collections, and compare and contrast the themes and symbols used in each text.

This unit is based on Year 5 Term 3: Literacy and Numeracy Week and Book Week – Week 7

Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of texts. They identify the author's purpose and analyze similarities and differences in theme, structure, and use of language.

In this unit, students learn to:
- read and respond to a range of texts, focusing on particular viewpoints portrayed in media texts;
- analyze and express a point of view about the effectiveness of each text in its intended audience.

To view and comprehend a film

To view and comprehend a film:
- Students select a topic or theme and create a multimodal feature article that presents a particular point of view about an environmental issue.

To view and comprehend a film:
- Students analyze and express a point of view about the effectiveness of each text in its intended audience.

This unit is based on Year 5 Term 3: Literacy and Numeracy Week and Book Week – Week 7

Students apply comprehension strategies, focusing on particular viewpoints portrayed in media texts. They identify the author's purpose and analyze similarities and differences in theme, structure, and use of language.

In this unit, students learn to:
- read and respond to a range of texts, focusing on particular viewpoints portrayed in media texts;
- analyze and express a point of view about the effectiveness of each text in its intended audience.
In this unit, students will explore the structure and functional adaptations that assist living things to survive in their environment. They will use simulations and conduct fair tests and analyse the results of those tests. Students will investigate the relationships between the growth and survival of living things and the environment. They will investigate how these relationships influence how animals survive in extreme environments. Students will develop an understanding of how animals adapt to their environment, and the adaptations that enable them to live sustainably.

Assessment Tasks
- Experimental investigation – Moonlight Bay (Yr 05, 06)
- To develop an investigation question, design, conduct and communicate an investigation including identifying variables and variables that are changed and measured. To collect, organise and analyse data to identify environmental factors that influence plant growth and apply this knowledge.
- Monitoring – Create a creature: find a home (Yr 06) To create a fictional environment and describe the relationship between structural features and behavioural adaptations needed to survive an environment and use data to support explanations consistent with environmental data.
- Monitoring – Fair trade simulation (Yr 06)
- Monitoring – Plant investigation (Yr 05)
- Poster and presentation – Create a creature (Yr 05, 06)

Assessment Tasks
- Experimental investigation – Reversible or irreversible? (Yr 06) Students apply knowledge of reversible and irreversible changes of material to solve problems and develop a hypothesis to explain their observations.
- Monitoring – Investigating conditions that affect rusting (Yr 06)
- Supervised assessment – Investigating evaporation and condensation, liquids and gases (Yr 05, 06) Students plan, conduct, analyse and report on an investigation into a factor that affects evaporation and condensation and apply knowledge of the properties of solids, liquids and gases.

Assessment Tasks
- Poster assessment – European exploration of Australia (Yr 06)
- Individual research project (Yr 06)
- Collection of work (Yr 06) Students identify change and continuity before and after Federation, describe the causes and effects of these changes on Australian society, and develop a description comparing differences of key groups in Australia during the twentieth century.

Assignment Project – Year 5: Research (Yr 05, 06)
- Students conduct a historical inquiry into the significance of the gold rushes and the role of Chinese people in the development of Victoria.
- Assignment Project – Year 6: Research (Yr 06)
- Students conduct a historical inquiry into the significance of the gold rushes and the role of Chinese people in the development of Victoria.

In this unit, students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They will design a product that meets a need or opportunity for wildlife in their local area.

Assignment Project – Project brief (Yr 05, 06)
- Students design and make a product that supports wildlife to coexist in the school environment.
- Assignment Project – Year 5: Research (Yr 05, 06)
- Students conduct a historical inquiry into the significance of the gold rushes and the role of Chinese people in the development of Victoria.
- Assignment Project – Year 6: Research (Yr 06)
- Students conduct a historical inquiry into the significance of the gold rushes and the role of Chinese people in the development of Victoria.

In this unit, students will learn about light and shadow in media art forms to create representations and meaning for an audience.

Assignment Project – Concept map (Yr 05, 06) Students create a concept map to explore light and shadow in media art forms.
- Assignment Project – Year 5: Research (Yr 05, 06) Students explore the use of media art forms to create representations and meaning for an audience.
- Assignment Project – Year 6: Research (Yr 06) Students explore the use of media art forms to create representations and meaning for an audience.


*Notes
- Drama, Media, Design Tech and Digital Tech are new Australian Curriculum C2C units – these are not compulsory, however if they are not used, alternate QLD curriculum units must be used (see Curriculum Plans from 2014-2016 for examples) or created.
**Maths**

**Term 1**  
Unit 1 - Version 3 (V3 available)  
**Assessment Tasks**  
- Whole number and fraction questions - Data decoder (Yr 06) To interpret, compare and analyse data displayed to make reasoned decisions.

**Term 2**  
Unit 1 - Version 2 (V2 available)  
**Assessment Tasks**  
- Whole number and fraction questions - Data decoder (Yr 06) To interpret, compare and analyse data displayed to make reasoned decisions.

**Term 3**  
Unit 1 - Version 3 (V3 available)  
**Assessment Tasks**  
- Whole number and fraction questions - Data decoder (Yr 06) To interpret, compare and analyse data displayed to make reasoned decisions.

**Term 4**  
Unit 1 - Version 3 (V3 available)  
**Assessment Tasks**  
- Whole number and fraction questions - Data decoder (Yr 06) To interpret, compare and analyse data displayed to make reasoned decisions.

**Science**

**Term 1**  
Unit 1 - Version 3 (V3 available)  
**Assessment Tasks**  
- Whole number and fraction questions - Data decoder (Yr 06) To interpret, compare and analyse data displayed to make reasoned decisions.

**Term 2**  
Unit 1 - Version 2 (V2 available)  
**Assessment Tasks**  
- Whole number and fraction questions - Data decoder (Yr 06) To interpret, compare and analyse data displayed to make reasoned decisions.

**Term 3**  
Unit 1 - Version 3 (V3 available)  
**Assessment Tasks**  
- Whole number and fraction questions - Data decoder (Yr 06) To interpret, compare and analyse data displayed to make reasoned decisions.

**Term 4**  
Unit 1 - Version 3 (V3 available)  
**Assessment Tasks**  
- Whole number and fraction questions - Data decoder (Yr 06) To interpret, compare and analyse data displayed to make reasoned decisions.

**English**

**Unit 1**  
**Grade 6**  
**Unit 3: Exploring literary texts by the same author**  
In this unit students listen to, read and view extracts from literary texts set in similar times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text suitable times and place for the reader and explore personal experiences.

**Assessment Tasks**  
- Oral - Reading comprehension (Yr 06) Students view, read and comprehend two advertisements about tourist destinations. They analyse and report the key language features and information presented. They compare and comment on the effectiveness of the two texts. They answer questions in multiple choice and short answer formats.

**Unit 2**  
**Unit 5: Understanding advertising texts' persuasive features**  
Through the proficiency strands students will identify advertising texts' persuasive features through written responses to comprehension questions. The creation of their own digital multimodal advertisement and an explanation of creative persuasive methods.

**Assessment Tasks**  
- Written - Identify and describe the persuasive features of two advertisements (Yr 06) To interpret and use the information to analyse an advertisement's persuasive features.

**Unit 3**  
**Unit 1: Exploring literary texts by the same author**  
In this unit students listen to, read and view extracts from literary texts set in similar times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text suitable times and place for the reader and explore personal experiences.

**Assessment Tasks**  
- Oral - Reading comprehension (Yr 06) Students view, read and comprehend two advertisements about tourist destinations. They analyse and report the key language features and information presented. They compare and comment on the effectiveness of the two texts. They answer questions in multiple choice and short answer formats.

**Unit 4**  
**Unit 5: Understanding advertising texts' persuasive features**  
Through the proficiency strands students will identify advertising texts' persuasive features through written responses to comprehension questions. The creation of their own digital multimodal advertisement and an explanation of creative persuasive methods.

**Assessment Tasks**  
- Written - Identify and describe the persuasive features of two advertisements (Yr 06) To interpret and use the information to analyse an advertisement's persuasive features.

**Unit 5**  
**Unit 1: Exploring literary texts by the same author**  
In this unit students listen to, read and view extracts from literary texts set in similar times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text suitable times and place for the reader and explore personal experiences.

**Assessment Tasks**  
- Oral - Reading comprehension (Yr 06) Students view, read and comprehend two advertisements about tourist destinations. They analyse and report the key language features and information presented. They compare and comment on the effectiveness of the two texts. They answer questions in multiple choice and short answer formats.

**Unit 6**  
**Unit 5: Understanding advertising texts' persuasive features**  
Through the proficiency strands students will identify advertising texts' persuasive features through written responses to comprehension questions. The creation of their own digital multimodal advertisement and an explanation of creative persuasive methods.

**Assessment Tasks**  
- Written - Identify and describe the persuasive features of two advertisements (Yr 06) To interpret and use the information to analyse an advertisement's persuasive features.

**Unit 7**  
**Unit 1: Exploring literary texts by the same author**  
In this unit students listen to, read and view extracts from literary texts set in similar times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text suitable times and place for the reader and explore personal experiences.

**Assessment Tasks**  
- Oral - Reading comprehension (Yr 06) Students view, read and comprehend two advertisements about tourist destinations. They analyse and report the key language features and information presented. They compare and comment on the effectiveness of the two texts. They answer questions in multiple choice and short answer formats.

**Unit 8**  
**Unit 5: Understanding advertising texts' persuasive features**  
Through the proficiency strands students will identify advertising texts' persuasive features through written responses to comprehension questions. The creation of their own digital multimodal advertisement and an explanation of creative persuasive methods.

**Assessment Tasks**  
- Written - Identify and describe the persuasive features of two advertisements (Yr 06) To interpret and use the information to analyse an advertisement's persuasive features.

**Unit 9**  
**Unit 1: Exploring literary texts by the same author**  
In this unit students listen to, read and view extracts from literary texts set in similar times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text suitable times and place for the reader and explore personal experiences.

**Assessment Tasks**  
- Oral - Reading comprehension (Yr 06) Students view, read and comprehend two advertisements about tourist destinations. They analyse and report the key language features and information presented. They compare and comment on the effectiveness of the two texts. They answer questions in multiple choice and short answer formats.

**Unit 10**  
**Unit 5: Understanding advertising texts' persuasive features**  
Through the proficiency strands students will identify advertising texts' persuasive features through written responses to comprehension questions. The creation of their own digital multimodal advertisement and an explanation of creative persuasive methods.

**Assessment Tasks**  
- Written - Identify and describe the persuasive features of two advertisements (Yr 06) To interpret and use the information to analyse an advertisement's persuasive features.

**Unit 11**  
**Unit 1: Exploring literary texts by the same author**  
In this unit students listen to, read and view extracts from literary texts set in similar times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text suitable times and place for the reader and explore personal experiences.

**Assessment Tasks**  
- Oral - Reading comprehension (Yr 06) Students view, read and comprehend two advertisements about tourist destinations. They analyse and report the key language features and information presented. They compare and comment on the effectiveness of the two texts. They answer questions in multiple choice and short answer formats.

**Unit 12**  
**Unit 5: Understanding advertising texts' persuasive features**  
Through the proficiency strands students will identify advertising texts' persuasive features through written responses to comprehension questions. The creation of their own digital multimodal advertisement and an explanation of creative persuasive methods.

**Assessment Tasks**  
- Written - Identify and describe the persuasive features of two advertisements (Yr 06) To interpret and use the information to analyse an advertisement's persuasive features.
In this unit, students will investigate the following key inquiry questions:

- Why and how did Australia become a nation?
- How did Australian society change throughout the 20th century?
- What factors contributed to Australia’s path to Federation from the late 1800s to 1901?
- What were the reasons for significant events and developments in Australian history?
- How have significant individuals and groups contributed to the development of Australian society?
- How have significant individuals and groups contributed to the development of Australian society?

In this unit, students investigate key figures and events in the development of Australia as a nation. They examine sources to investigate Australia’s path to Federation from the late 1800s to 1901. They will also examine British and American influences on Australia’s system of law and government. Students will describe the experiences of Australian democracy and citizenship for a range of groups, including Aboriginal peoples and Torres Strait Islander peoples, migrants, women, and children. They will investigate the changing status and rights of these groups throughout the 20th century.

Assessment Tasks
Assignment/Project - Collection of work: Australian nation (Yr 06) To explain the significance of Henry Parkes’ contribution leading to Federation, to identify continuity and change and to describe points of view and causes and effects of changes in the status and rights of women after Federation.

Unit 1 Drama: Natural disasters Version 5

In this unit, students explore how cinematic, visual, and literary texts are used to evoke representations and meaning for an audience. This unit complements the concepts taught in Year 5 Science Unit 1. Students explore the role of light and shadow in film and photography.

Assessment Tasks
- Collection of work - Natural disasters: Collection of work (Yr 06) Students devise, perform and respond to a documentary drama.


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## Grade 1

### Prep & P/1

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<thead>
<tr>
<th>Unit 1: I can do it!</th>
<th>Unit 2: I am growing and changing</th>
<th>Unit 3: I am safe</th>
<th>Unit 4: I am safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit, students will explore information about what makes them unique, identifying their strengths and achievements. Students will identify safe settings where they can move and play safely and identify actions that keep them safe in different situations. Students identify different emotions people experience in different situations.</td>
<td>In this unit, students explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity. In this unit students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings.</td>
<td>In this unit students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</td>
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</tr>
<tr>
<td><em>Grade 1s from Prep MM did this unit in 2016</em></td>
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</tr>
</tbody>
</table>

### TBA

<table>
<thead>
<tr>
<th>Collection of Work - I can do it (Yr PY)</th>
<th>Collection of Work - I am growing and changing</th>
<th>Collection of Work - I am safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify different settings where students can play safely and to identify and describe the different emotions people experience.</td>
<td>Students recognise how they are growing and changing, and recognise actions that help them stay healthy and physically active. <em>Grade 1s from Prep MM did this unit in 2016</em></td>
<td>Students will also identify the actions that they can apply to keep themselves and others healthy and safe within a classroom setting.</td>
</tr>
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</table>

### P/1

<table>
<thead>
<tr>
<th>Unit 1: A little independence</th>
<th>Unit 2: Good choices, healthy me</th>
<th>Unit 3: We all belong</th>
<th>Unit 4: My safety, my responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements, and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities.</td>
<td>In this unit, students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe actions that keep themselves and others healthy in different situations.</td>
<td>In this unit, students recognise similarities and differences in individuals and groups, and describe how these differences can be respected. Students identify and practise emotional responses that reflect their own and others’ feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.</td>
<td></td>
</tr>
<tr>
<td><em>Grade 1s from Prep MM did this unit in 2016</em></td>
<td><em>Grade 2 covered this in 2016. Use the Grade 2 unit for the 2 class</em></td>
<td><em>Grade 2 covered this in 2016. Use the Grade 2 unit for the 2 class</em></td>
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</table>

### 1 Bethany

<table>
<thead>
<tr>
<th>Collection of Work (Yr 01) - A little independence</th>
<th>Short answer questions (Yr 01)</th>
<th>Collection of Work - We all belong (Yr 01)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To describe changes that occur as they grow older, and to recognise diversity and how it contributes to identities.</td>
<td>Healthy actions, healthy messages. Students examine messages related to health decisions and describe actions that keeps themselves and others healthy and physically active.</td>
<td>Students recognise diversity and how it contributes to identities, and recognise how emotional responses impact on others’ feelings.</td>
</tr>
</tbody>
</table>

### 2 TBA

<table>
<thead>
<tr>
<th>Unit 1: My classroom is healthy, safe and fun</th>
<th>Unit 2: Our culture</th>
<th>Unit 3: Stay safe</th>
<th>Unit 4: Message targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit, students will investigate the concept of what health is and which foods and activities make them healthy. They will explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students will also identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.</td>
<td>In this unit, students explore what shapes their own, their family and classroom’s identity. They will examine similarities and differences in individual and groups and ways to include others to make them feel they belong. Students will explore the importance of celebrating who they are and respecting each other’s similarities and differences.</td>
<td>In this unit students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</td>
<td></td>
</tr>
<tr>
<td>Assignment/Project - My classroom is healthy, safe and fun (Yr 02) To describe actions and to select and apply strategies that will keep themselves and others healthy and safe within a classroom setting.</td>
<td>Assignment/Project - Our culture (Yr 02) To recognise diversity and how it contributes to identities.</td>
<td>Assignment/Project - Stay safe (Yr02) Students describe changes as they grow older. Students recognise how emotional responses impact on others’ feelings and select and apply strategies to keep themselves safe and ask for help with tasks or problems.</td>
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</tr>
</tbody>
</table>

### Assignment/Project - My classroom is healthy, safe and fun (Yr 02)

To describe actions and to select and apply strategies that will keep themselves and others healthy and safe within a classroom setting.

### Assignment/Project - Our culture (Yr 02)

To recognise diversity and how it contributes to identities.
### Unit 1 — Making healthy choices

In this unit, students identify strategies to keep healthy and improve fitness. They will explore the Australian guide to healthy eating and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.

Supervised assessment – Making healthy choices (Yr 04) - Students recognise strategies for managing change. To interpret the Australian guide to healthy eating and discuss the influence of health messages on healthy choices. To use decision-making skills to select strategies to stay healthy and active.

Assignment/Project — Emotional interactions (Yr 05) - Students recognise the influence of emotions on behaviours and describe factors that influence how people interact. To describe their own and others’ contributions to health, safety and wellbeing, and to demonstrate skills to work collaboratively.

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<thead>
<tr>
<th>3/4 &amp; 4/5</th>
<th>Bethany</th>
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<tr>
<td>Unit 1 — Making healthy choices</td>
<td>Unit 2 Culture in Australia: Positive interactions</td>
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</table>

#### Unit 2 Culture in Australia: Positive interactions

In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.

Collection of Work - Culture in Australia: Positive interactions (Yr 04) - To examine the influence of heritage and culture on identity by completing a Me card. To demonstrate communication skills and strategies for working cooperatively during games from the Be positive collection and observe varying emotional responses.

Health channels: Students identify health messages in product advertisements.

Students apply decision-making skills in relation to a health message for a product (Yr 04)

<table>
<thead>
<tr>
<th>5/6 &amp; 6</th>
<th>Bethany</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 — Emotional interactions</td>
<td>Unit 2: Healthy habits</td>
</tr>
</tbody>
</table>

In this unit, students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.

In this unit, students explore the changing nature of Australia’s cultural identity. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.

In this unit, students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios.

In this unit, students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people’s use of digital technologies and online communities, and identify resources available locally to support their safety.

*Neither 5 nor 6s were taught this in 2016

*Grade 6 students in 4/5/6 2016 did this unit in 2016 – Daniel, Alicia, Robbie, Jimmy, Jacob, Charlize, Tyrone, Tiah, Jazmyn

*5F students did the Grade 6 units in 2016

*Grade 6 students in 4/5/6 2016 did this unit in 2016 – Daniel, Alicia, Robbie, Jimmy, Jacob, Charlize, Tyrone, Tiah, Jazmyn

*5F students did the Grade 6 units in 2016

Assignment/Project – Emotional interactions (Yr 05) - Students recognise the influence of emotions on behaviours and describe factors that influence how people interact. To describe their own and others’ contributions to health, safety and wellbeing, and to demonstrate skills to work collaboratively.

Informative response - written - Healthy Habits - To describe their own and others’ contribution to health and wellbeing. To access and interpret health information and apply problem-solving skills to enhance their own and others’ health and wellbeing.

Collection of Work – Multicultural Australia (Yr 05) Students examine the changing nature of cultural identity. Students examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.

Research – Transitioning: Research (Yr 06) - To investigate developmental changes and transitions, and the changing nature of personal and cultural identities as students transition to secondary school. To recognise the influence of emotions and discuss factors that influence how people interact in new situations.
## HPE - Movement

### Curriculum Framework 2017 Working Document

<table>
<thead>
<tr>
<th>Grade</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td><strong>Unit 1 — Let's get moving</strong></td>
<td><strong>Unit 2 — Playing with balls</strong></td>
<td><strong>Unit 3 — Who wants to play?</strong></td>
<td><strong>Unit 4 — Animal groove</strong></td>
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<tr>
<td>Prep, P/1</td>
<td><strong>In this unit students will examine and apply rules that keep them safe during physical activity. They will develop the fundamental movement skills of running, hopping, jumping and galloping and apply them in activities and games. Students will apply fundamental movement to solve movement challenges.</strong></td>
<td><strong>In this unit, students will develop the object control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others.</strong></td>
<td><strong>In this unit students will perform fundamental movement skills to music. They will describe how their body responds to movement in a performance combining the elements of movement.</strong></td>
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<tr>
<td><strong>Practical — Let's get moving (Yr PY)</strong> - Students perform a range of fundamental movement skills and apply them to solve movement challenges. To apply rules to keep them safe and follow these rules in simple games. <em>Consider Grade 1 assessment</em></td>
<td><strong>Practical — Playing with balls</strong> - To apply fundamental movement skills to send, control and receive objects in different ways to solve movement challenges. To apply rules and practices to keep themselves and others safe in individual, partner and game activities. To use personal and social skills to include others in a range of activities. <em>Consider Grade 1 assessment</em></td>
<td><strong>Practical — Who wants to play? (Yr PY)</strong> - Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.</td>
<td><strong>Practical — Animal groove (Yr PY)</strong> - Students perform fundamental movement skills to music. They describe how their body responds to movement in a performance combining the elements of movement.</td>
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<tr>
<td><strong>Unit 2 — Playing with balls</strong></td>
<td><strong>Unit 3 — Built for Athletics Modify Unit</strong></td>
<td><strong>Unit 4 — What's your target?</strong></td>
<td><strong>Practical – Criss cross (Yr 04)</strong> - Students perform long-rope skipping. They will identify how their heart reacts to skipping. <strong>Practical — Business of the week</strong> - Students perform the Business of the week. They will identify how their heart reacts to skipping. <strong>Practical — Let me entertain you</strong> - To perform the refined fundamental movement skills of throwing, catching and balancing, and apply movement concepts to solve movement challenges.</td>
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<tr>
<td><strong>In this unit students will develop the object control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others.</strong></td>
<td><strong>In this unit students will propose, perform and combine specialised movement skills and apply them to solve movement challenges. Students will design and perform a variety of movement sequences. Students will manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences. Students will apply the elements of movement when composing and creating movement sequences.</strong></td>
<td><strong>In this unit students will demonstrate skills to work collaboratively and play fairly to solve movement challenges.</strong></td>
<td><strong>In this unit students will perform the challenged fundamental movement skills of throwing, catching and balancing, and apply movement concepts to solve movement challenges.</strong></td>
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<tr>
<td><strong>Practical — Business of the week (Yr 04)</strong> - Students perform the specialised football skills of dribbling, turning and juggling. They apply the elements of movement when composing and creating movement sequences in response to music. <strong>Assignment/Project - Built for Athletics</strong> - Students identify and explain the health-related fitness components used in Athletics. To explain the significance of physical activity to their everyday health and wellbeing. <strong>Assessment/Project - Tchoukball</strong> - Students perform the specialised movement skills of throwing and catching within the context of Tchoukball. They will identify and explain the health-related fitness components used in Athletics. To explain the significance of physical activity to their everyday health and wellbeing.</td>
<td><strong>In this unit students will identify and explain the health-related fitness components used in Athletics. They will explain the significance of physical activity to their everyday health and wellbeing.</strong></td>
<td><strong>Modify GTMJ</strong></td>
<td><strong>Practical — UNITE: Practical (Yr 05)</strong> — Students demonstrate skills to work collaboratively and play fairly to solve movement challenges.</td>
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# Music
## Curriculum Framework 2017 Working Document

<table>
<thead>
<tr>
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<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>Prep and P/1</td>
<td><strong>Unit 1: Let's sing and play together</strong> In this unit, students explore rhymes and songs as stimulus for music making and responding. This unit complements the concepts taught in English Year Prep Unit 3 Interacting with others. Students will:</td>
<td><strong>Term 3</strong></td>
<td><strong>Term 4</strong></td>
<td><strong>Term 4</strong></td>
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<tr>
<td></td>
<td>· develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes</td>
<td>· sing and play instruments to improvise and practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community</td>
<td>· create compositions and perform music to communicate ideas to an audience</td>
<td>· respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples.</td>
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<tr>
<td></td>
<td>· sing and play instruments to improvise and practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community</td>
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<tr>
<td></td>
<td>· Collection of Work - Let's sing and play together - Collection of work (Yr 01, 02, PY) Students compose, perform and respond to music using elements of music and discuss where and why people make music.</td>
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</table>

| One      | **Unit 1: Let's celebrate, let's remember – Version 5** In this unit, students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. This unit complements the concepts taught in History Year 3 Unit 1 Investigating celebrations, commemorations and community diversity. Students will:   | **Term 1**                                                                 | **Term 3**                                                                                                                                                                                                                                               | **Term 4**                                                                 |
|          | · develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs   | · practise singing, playing instruments and improvising celebratory music such as that used for birthdays, sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community                                                                 | · create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume                                                                 |                                                                                                                                     |
|          | · develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs   | · create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume                                                                 | · identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples.                                                                 |                                                                                                                                     |
|          | · develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs   | · create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume                                                                 |                                                                                                                                                    |                                                                                                                                     |
|          |                                                                                                                                                |                                                                                                                                     |                                                                                                                                                    |                                                                                                                                     |
| Two      | **Collection of Work - Let's celebrate, let's remember - Collection of work (Yr 03, 04) Students compose, perform and respond to music of celebrations and commemorations.**                                                                 | **Term 2**                                                                 | **Term 3**                                                                                                                                                                                                                                               | **Term 4**                                                                 |

| Three and ¾ | **Unit 1: Let's celebrate, let's remember – Version 5** In this unit, students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. This unit complements the concepts taught in History Year 3 Unit 1 Investigating celebrations, commemorations and community diversity. Students will:   | **Term 1**                                                                 | **Term 3**                                                                                                                                                                                                                                               | **Term 4**                                                                 |
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|            | · develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs   | · create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume                                                                 | · identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples.                                                                 |                                                                                                                                     |
|            | · develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs   | · create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume                                                                 |                                                                                                                                                    |                                                                                                                                     |
|            |                                                                                                                                                |                                                                                                                                     |                                                                                                                                                    |                                                                                                                                     |
|          | **Collection of Work - Let's celebrate, let's remember. Collection of work (Yr 03, 04) Students compose, perform and respond to music of celebrations and commemorations.**                                                                 | **Term 2**                                                                 | **Term 3**                                                                                                                                                                                                                                               | **Term 4**                                                                 |
In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film.

This unit complements the concepts taught in English Year 5 Unit 7 'Exploring narrative through novels and film'. Or Grade 5/6 Unit 6 Multi-age

Students will:
- explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns in a range of pieces of music from films, e.g. driving the action, setting the scene and mood, and portraying characters
- develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films
- rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience
- explain how the elements of music communicate meaning by comparing music from a variety of segments of film.

Collection of Work - Going to the movies: Collection of work (Yr 05, 06) Students compose, perform and respond to how the elements of music are used to communicate meaning in music for film.
<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td><strong>Five</strong></td>
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<tr>
<td><strong>My family and greetings</strong></td>
<td>Students will learn common greetings and how to describe their family. Students will learn 1 &amp; 2 hiragana writing for.</td>
<td>Students will be able to identify people based on a physical description. They will write a short description of a cartoon character.</td>
<td>Students identify objects and explain where the object can be found.</td>
<td>Students ask for the location of objects and can describe where a person/object is located.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Speaking and listening – students will describe a picture of a family and answer questions in Japanese. Reading – students will read words from level 1 &amp; 2 hiragana Writing – students use correct stroke order to write letters and words from level 1 and 2 hiragana.</td>
<td>Speaking and listening task: students will describe people from a picture then select individuals from a group of people after listening to an oral description.</td>
<td>Assessment Tasks</td>
<td>Assessment Tasks</td>
</tr>
<tr>
<td><strong>Unit 1 – I like sushi</strong></td>
<td>Students learn ‘I like’ and ‘don’t like’ using descriptors and questions focussing on food.</td>
<td>Students will explain who owns various pieces of property in the classroom. Students will learn to ask who owns what items. Students will learn to say they own, or don’t own a particular item.</td>
<td>Students learn to ask, ‘What did you do on the weekend?’ and respond to the question.</td>
<td>Students describe what they would like and note like to do on the weekend.</td>
</tr>
<tr>
<td><strong>Assessment Tasks</strong></td>
<td>Speaking task: students will be able to say in Japanese that they own or don’t own a particular item. They will be able to ask who owns a particular item. Listening task: students will match an item to a person after listening to a Japanese conversation.</td>
<td>Speaking task: students will be able to say in Japanese what they did on the weekend. They will be able to ask what someone else is doing on the weekend. They will be able to state what someone is going to do on the weekend. Listening task: students will write on a calendar what is happening on a particular day. Japanese conversation.</td>
<td>Assessment Tasks</td>
<td>Assessment Tasks</td>
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<tr>
<td><strong>Six</strong></td>
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<tr>
<td><strong>Unit 2 – Whose is this?</strong></td>
<td>Students have a two-week preparation period to prepare for a Japanese conversation.</td>
<td>Assessment Tasks</td>
<td>Assessment Tasks</td>
<td>Assessment Tasks</td>
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<td><strong>Assessment Tasks</strong></td>
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<tr>
<td><strong>Unit 3: On the Weekend</strong></td>
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<tr>
<td><strong>Assessment Tasks</strong></td>
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<tr>
<td><strong>Unit 4: What do you want to do?</strong></td>
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<tr>
<td><strong>Assessment Tasks</strong></td>
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<tr>
<td><strong>Listening and speaking test</strong></td>
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</tbody>
</table>

**Assessment Tasks**

- Speaking task: students will be able to say in Japanese that they own or don’t own a particular item. They will be able to ask who owns a particular item. Listening task: students will match an item to a person after listening to a Japanese conversation.
- Speaking task: students will be able to say in Japanese what they did on the weekend. They will be able to ask what someone else is doing on the weekend. They will be able to state what someone is going to do on the weekend. Listening task: students will write on a calendar what is happening on a particular day. Japanese conversation.
- Assessment Tasks
- Listening and speaking test
Assessment is used to promote learning through timely feedback that informs future teaching and learning and builds students’ confidence in their ability to learn. It is the purposeful, systematic and ongoing collection of information that is used as evidence in making reliable and consistent judgments about student learning and in reporting to parents.

Assessment is designed to meet three broad purposes:

- **Assessment for learning** — enables teachers to monitor student knowledge, understanding and skills development so as to target their teaching to support students’ progress to meet learning goals
- **Assessment as learning** — enables students to reflect on and monitor their own progress to inform their future learning goals
- **Assessment of learning** — assists teachers at the end of learning experiences to gather evidence of student knowledge, understanding and skills as described in the relevant achievement standards for the year level.

**Assessment ‘for’ learning and assessment ‘as’ learning**

Teachers continually monitor student learning through diagnostic and formative assessment and provide feedback that builds each student’s capacity to improve. Ongoing feedback and clear expectations enable students to reflect on and monitor their own progress.

Teachers monitor student progress using a variety of assessment including:

- standardised (designed so that the questions, conditions for administering, scoring procedures and interpretations are consistent and administered and scored in a predetermined, standard manner, e.g. National Assessment Program — Literacy and Numeracy [NAPLAN] and the Progressive Achievement Tests in Reading [PATR])
- diagnostic assessment (measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning)
- focused observation
- discussion (recorded in teacher notations).

This monitoring:

- tracks student progress to know where each student is in their learning and what needs to come next
- supports appropriate differentiation of teaching and learning.

It is not appropriate to use these to ‘value add’ to a student’s reported level of achievement unless the evidence they provide aligns closely with content descriptions that students have had the opportunity to learn; and addresses relevant aspects of the learning area achievement standard.

Teachers provide **timely and ongoing feedback** that enables each student to monitor their own learning and develop achievable learning goals. Feedback:

- is specific to the individual student
- focuses on the quality of the student response and how to improve it
- is directly relevant to the learning intention
- is reflective of learning goals
- encourages self-regulation
Diagnostic Assessment Tools and Year Level Benchmarks

The purpose of the following Assessment Tools and Year Level Benchmarks document is to support teachers and administrators in developing a whole school assessment and monitoring framework.

Appropriately selected, properly implemented and accurately interpreted, these assessment instruments enable teachers to:

- Identify strengths and weaknesses of individual students and cohorts
- Measure distance travelled within specified timeframes
- Compare achievement relative to ‘norms’ and national benchmarks
- Personalise learning
- Track and monitor intervention programs
- Clearly articulate the cycle of internal monitoring, whole school assessment practices and reporting schedules

A comprehensive range of research based, commercially available, quality assessment tools for primary English and Mathematics have been carefully selected and, for each, ‘C’ or ‘sound’ standards and expectations across all year levels have been clearly identified. These standards are:

- consistent with ‘norms’ periodically revised using Australian and/or New Zealand research data to ensure an assessment tool’s currency and validity
- aligned with the Achievement Standards for each year level in the national curriculum

Assessment is the purposeful and systemic collection of evidence about students’ achievements, and has a pivotal role in supporting student learning. An increasing body of research confirms the central role of assessment is improving learning. Earl (2003) in Building student success, QSA (2008) p. 23.
Assessment ‘of’ learning

Assessment of learning, or summative assessment, provides evidence of student learning against the relevant achievement standard for each learning area or subject. It provides the evidence for teachers to make reliable judgments about student achievement for reporting to parents and students.

Marking guides

Marking guides, or guides to making judgments, accompany summative assessment tasks. They are a tool that supports teachers to make standards-based decisions about student work.

Marking guides identify the valued knowledge, understanding and skills to be assessed — the assessable elements/criteria. Each assessable element/criterion is accompanied by a set of task-specific descriptors. These assist teachers to judge the quality of the student response to the assessment task against a five-point scale.

The task-specific descriptors within the marking guide are statements that reflect discernible differences in student performance. These statements are derived from the achievement standard. They state how well the student has demonstrated their:

- knowledge and understanding (of facts, concepts and procedures)
- application of skills.

On-balance judgments using marking guides

Marking guides support teacher judgments about the quality of student responses against particular elements of an achievement standard.

Teachers award the student response an overall grade by:

- identifying the evidence for each assessable element/criterion
- matching that evidence to a particular descriptor for each assessable element/criterion
- considering each of these judgments together to make an on-balance decision about the overall quality that best matches the student response.

At the end of a reporting period these judgments about individual assessment tasks inform the teacher’s on-balance judgment to award an overall level of achievement in the learning area or subject. Further information is provided in Policy statement: Reporting to parents.

Maintain a collection of evidence of student achievement (Assessment folio)

The evidence of student achievement is collected using a range of assessments. This collection, or assessment folio, holds a representative selection of evidence of each student’s learning in relation to the achievement standard for each learning area or subject. This evidence is used as the basis for reporting to parents. P-12 Policy Statement: Assessment

Good assessment information allows for targeted teaching. It can only serve this purpose however, if teachers are focused on the teaching–learning relationship and how to improve it; without this focus, assessment becomes a tool for labelling.

The Roadmap

The assessment folio:

- provides evidence about learning from the reporting period
- includes evidence compiled over time from a variety of assessment types
- indicates patterns within the evidence from the opportunities students have had to demonstrate the elements of the achievement standard.
Student assessment folder expectations:

- As students are responsible for their own learning, they are also responsible for their folios.
- All items used for reporting must be stored in student assessment folders in a labelled pocket.
- Teachers provide students with their marked assessment items and written feedback on student strengths and areas to improve.
- Student results and feedback, based on the Australian Curriculum Achievement Standards and GTMJ, is also recorded in One School mark books for ease at reporting time.
- Students file their assessment items in their folder and reflect on their strengths and how they could improve. Assessment items may initially be filed for P-2, however students should be able to articulate their strengths and how they could improve.
- Teachers keep student assessment folders in a class filing cabinet.
- Student folios will assist student led conversation during three-way reporting.

Student assessment folder process:

- Work samples that have been used as evidence for report cards are kept for the current year then taken with the student to their next year level. Folders are returned to the students at the end of the following year. Eg. Grade 1 folder is taken to Grade 2 and returned to students before they enter Grade 3.
- Other evidence of students' achievements will be recorded and returned to the students.
- Students will start a new folio each year.
- Other work samples including diagnostic assessments, checklists, observations and monitoring tasks are kept in a separate folder as they are used to inform teaching and learning NOT for reporting purposes.

Please refer to the following document for more information regarding the assessment expectations.

P – 12 Curriculum Framework Reporting to Parents
FAQ: Assessment
P-12 Policy Statement: Assessment

To respond appropriately to student learning needs, teachers need to understand students’ current strengths and weaknesses. They need to continually monitor student progress and achievement against clear expectations.
Moderation is a process that enables teachers (within and across schools) to gain consistency of their judgments against a common, external standard.

The moderation process involves teachers discussing the qualities demonstrated in student work samples to reach consensus about the standard of the qualities. For example, if one teacher believes that the standard demonstrated against external criteria is an ‘A’ and another teacher believes the standard demonstrated is evidence of a ‘B’, a discussion takes place about the qualities of student work that match the standards descriptors. Discussions continue until the teachers reach consensus and agreement. If this cannot be achieved, other teacher/s may be invited to join the discussion.

Moderation aims to ensure that standards are applied consistently across the state so that student performances of equivalent standard are recognised as being equivalent and that they are assigned the same grade. To ensure that reported judgments of student achievement are defensible and comparable they must be based on sound evidence and a shared understanding of the desired standards demonstrated in student work.

The moderation process at Railway Estate will include blind moderation of common assessment tasks using a calibration approach.

Blind Moderation
Blind moderation is a process in which teachers moderate unseen samples of work from a different year level. This process allows the opportunity for a second opinion, to ensure only objective evidence is being used, and to assist teachers to understand curriculum verticality.

Moderation of an assessment task for chosen KLASs are held before and after a taught unit of work and occur as part of the school’s meeting schedule. Mid unit moderation will also occur during a taught unit of work to focus on the next instructional steps to improve student learning.

Unit Unpacking Process
Railway Estate’s moderation also involves an ‘unpacking’ process prior to teaching a unit of work to ensure consistency and a shared interpretation and understanding of the task. The process involves teachers:
- Understanding the Content Descriptions and Achievement Standards
- Identifying the assessable curriculum intent
- If required, revising the conditions of assessment task/s to ensure all students are able to participate
- Ensuring a consensus-based approach to understanding the standard descriptors from the GTMJ/s

Calibration Approach
After a taught unit of work, teachers mark (some or all) student responses individually, and then select assessment samples representative of their application for A-E standards.

The following samples from each year level will be moderated for each teacher:
- 1 x C sample
- 1 x A sample
- 1 x D sample
- Any uncertain assessment items

Notes
- If a work sample of an achievement level is not available, select the next highest achievement standard.
- No B and E samples are required as teachers can use their professional judgment and knowledge of the A, C and D standards to award a B and E achievement.

Moderation Timeline
Moderation will generally take the place twice a term:

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<tr>
<td>Week 2</td>
<td>Week 6</td>
<td>Week 6</td>
<td>Week 6</td>
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<tr>
<td>School blind moderation – end of unit</td>
<td>Student improvement blind mid-moderation – English</td>
<td>Cluster moderation of student folios for reporting</td>
<td>Cluster moderation of student folios for reporting</td>
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<tr>
<td>Week 9</td>
<td>Week 9</td>
<td>Week 9</td>
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<tr>
<td>Planning / unpacking Term 2 units</td>
<td>Planning / unpacking Term 3 units Maths and English</td>
<td>Planning / unpacking Term 4 units</td>
<td>Planning / unpacking 2016 units</td>
</tr>
</tbody>
</table>
**Using GTMJs to make judgements for individual assessment tasks**

Marking guides, or guides to making judgments, accompany summative assessment tasks. They are a tool that supports teachers to make standards-based decisions about student work against a five-point scale.

Teachers award the student response an overall grade by:
- identifying the evidence for each assessable element/criterion
  - start at the bottom of each pole/row and move up/across ticking the elements that the student has demonstrated, however don’t stop at a grade if a student doesn’t achieve an aspect.
- matching that evidence to a particular descriptor for each assessable element/criterion
  - to award a grade for each pole/row, use the grade where they have demonstrated all aspects, but keep in mind that the student demonstrated elements at a higher level. The statement, ‘the student is a solid C with some aspects of B and A evident’ could be used during moderation, or in markbook comments.
- considering each of these judgments together to make an on-balance decision about the overall quality that best matches the student response.
  - once all poles/rows have been awarded a grade, teachers can then make an on-balanced judgement across the poles keeping in mind that the students may be showing evidence at a higher level to assist making judgement on the final grade for the assessment task.

Remember it is good first teaching if a student achieves a particular standard with your additional support and scaffolding. The student should be awarded the grade they demonstrated, however comments could state that additional scaffolding and support were required to achieve that level.

At the end of a reporting period these judgments about individual assessment tasks inform the teacher’s on-balance judgment to award an overall level of achievement in the learning area or subject.

For a thorough example of using a GTMJ to award a grade, please view the vignette at [https://www.qcaa.qld.edu.au/27982.html](https://www.qcaa.qld.edu.au/27982.html)

**Individual assessment task (internal school) moderation procedure:**

- Prior to teaching a selected unit of work, Railway Estate teaching staff will unpack and understand the curriculum intent and assessment items to ensure teachers have a consistent interpretation of the task and an understanding of how the of the standard is demonstrated in student responses.
- Teachers are required to bring along original work samples of an A, C, D standard and any uncertain samples of the chosen common assessment task A5 copies of the GTMJ will be provided if requested
- During moderation teachers will share their judgements based on the GTMJ criteria to reach a holistic judgement. This is not a procedural approach, but one that involves teachers’ professional knowledge in decision making. Conversations will be substantive and focused on the differences in the quality of performance. Decisions will be based on evidence in the work, not teacher knowledge of the student or his/her circumstances.
- When agreement cannot be reached the principal (or his delegate), as chief moderator, may make the decision.
- Teachers complete marking of common assessment task after moderation and enter into One School markbooks

**Making judgements of a folio for reporting**

For reporting purposes, teachers are required to make an on-balance judgment about the overall quality of a student's work relating to the achievement standard. They take into account the most recent evidence of learning to account for progress. An on-balance judgment does not involve averaging a grade across different assessments. To make an on-balance judgment for reporting, teachers look at the evidence of student achievement and decide the best match to a level of achievement on a five-point scale.

Railway Estate is involved in Cluster Moderation with Aitkenvale and Central Schools to moderate a portfolio of work for reporting. The process involves moderating a semester’s unit of work samples using Queensland Curriculum and Assessment Authority’s (QCAA) Standard Elaborations. The QCAA Standard Elaborations provide additional clarity about using the Australian Curriculum Achievement Standards to make judgements on a 5-point scale.

For a thorough example of making a judgement on a portfolio of work using QCAA’s Standard Elaborations, please view the vignette at [https://www.qcaa.qld.edu.au/27974.html](https://www.qcaa.qld.edu.au/27974.html)
**Student folio (cluster school) moderation procedure:**

- Prior to moderating a student folio at cluster moderation, all individual assessments have been internally moderated at a school level.
- Teachers are required to bring along original work samples of a ‘C’ standard English portfolio. Year level Standard Elaborations will be to teachers on the day.
- During moderation teachers will share their judgements based on the Standard Elaboration criteria to reach a holistic judgement. This is not a procedural approach, but one that involves teachers’ professional knowledge in decision making. Conversations will be substantive and focused on the differences in the quality of performance. Decisions will be based on evidence in the work, not teacher knowledge of the student or his/her circumstances.
- When agreement cannot be reached the principal (or his delegate), as chief moderator, may make the decision.
- Teachers complete marking of common assessment task after moderation and enter results into One School report cards.

**Moderation Protocols**

- Commit to the purpose of the moderation process
- Adopt a sense of responsibility in and for the group
- Respect and listen to others openly
- Accept where others are at
- Cooperate in good faith
- Aim for consensus in decision making
- Address problems respectfully by seeking clarification and understanding, focussing on the student work and not the teacher who presents it
- Treat others as you would like to be treated
- Critique not criticise

**Role of a Facilitator**

The moderation of each year level will occur with the help of a facilitator. Facilitators in the school include STL&N, HOC, SAC and Principal.

**Before** the moderation session the facilitator will:

- Arrange the date, time and place (if necessary)

**During** the session the role of the facilitator may include:

- Establishing the moderation environment
- Identifying the curriculum intent
- Leading professional dialogue
- Facilitating conversations that support evidence-based teacher judgement (from the marking tool)
- Clarifying moderation protocols
- Monitor timing

**After** the session, the facilitator may liaise with Principal or delegate to decide on the rating of student samples that could not be agreed on in the session.

It is not expected that the facilitator act as an expert, but rather assist teachers to reach consensus through a shared understanding of the curriculum intent, evidence using the criteria and standards and the rating awarded.

**Adapted From:**

Policy Statement: Assessment
http://education.qld.gov.au/curriculum/framework/p-12/docs/p-12-policy.doc

Frequently Asked Questions: Assessment
RAILWAY ESTATE STATE SCHOOL
REPORTING POLICY (2016-2017)

REPORTING STUDENT ACHIEVEMENT

The purpose of reporting is to provide parents and carers with information about where students are up to in their learning, what progress they have made over time and what they might do to support their children’s further learning.

Reporting is aligned to curriculum, pedagogy and assessment. It is the quality of the evidence gained from the assessment process that enables accurate reporting. Teachers use marking criteria based on the Assessable Elements for each KLA to make judgments about the evidence produced by the student. They use the results from various assessment tasks to come up with a professional decision on the overall level of achievement against the KLA Achievement Standard and report these results.

The following diagram shows this process.

STUDENT ASSESSMENT FOLIOS

The evidence of student achievement is collected using a range of assessments. This assessment folio holds a representative selection of evidence of each student’s learning in relation to the achievement standard for each learning area or subject. This evidence is used as the basis for reporting to parents.  

P-12 Policy Statement: Assessment

Work samples that have been used as evidence for report cards are kept for the current and previous year in classroom filing cabinets before being returned to the students. Other evidence of students' achievements will be recorded and returned to the students. Other work samples including diagnostic assessments, checklists, observations and monitoring tasks are kept in a separate folder as they are used to inform teaching and learning NOT for reporting purposes.

As students are responsible for their own learning, they should become increasingly more responsible for their folios. Teachers provide students with their marked assessment items and written feedback on their strengths and areas to improve. Student feedback, based on the Australian Curriculum Achievement Standards and GTMJ, are filed as well as recorded in One School mark books for ease at reporting time. Students file their assessment items in labelled pockets and reflect on their strengths and areas to improve. Teachers keep these folders in a class filing cabinet. The student folios will assist students lead the conversation during three-way reporting.

REPORTING SCHEDULE

At Railway Estate State School reporting acknowledges student progress and achievement.

Compulsory Oral and Written Reporting Schedule
- Term 1 – Oral Reporting
- Term 2 – Written Reporting
- Term 3 – Oral Reporting
- Term 4 – Written Reporting

Railway Estate State School also conforms to State-Wide and National requirements for external reporting, including NAPLAN.

PARENT TEACHER CONFERENCES

Teachers will offer a formal face to face conference with parents and carers twice during the year. This interview occurs during Term 1 and 3.

Teachers are encouraged to contact parents and carers to personally invite them to the meeting to discuss their child's progress (academic and social). This is also an opportunity to clarify areas of concern (if necessary) and to outline future goals and strategies that will be implemented to further the child's learning development.

It is expected that throughout the year, informal reporting will occur with parents and carers as the need or opportunity arises at mutually convenient times. This is to provide incidental feedback, strengthen school/community ties and to ensure that parents are well informed about their child's progress.

The purpose of parent teacher interviews is to provide parents with information about where their child is up to in their learning, what progress they have made, and what parents can do to support their child’s further learning.
Three-Way Reporting

Three-way reporting, between student, parent and teacher, is the philosophy that guides Railway Estate’s oral reporting process. The intent of three-way reporting is for the student to show ownership of their learning and be able to clearly articulate to their parents/carers, with some support from the teacher, where they are currently with their learning, and where and how they will progress.

Parent-teacher partnerships and communication is a critical component to improve student learning outcomes. At Railway Estate State School, we highly value the role that parents and caregivers have in the education of their children.

Parents and caregivers can have a significant impact on student achievement. Research clearly shows that when parents have the same high expectations as the teacher, their child will increase their own expectations and learning will increase.

With this in mind, we encourage all parents and caregivers to take the opportunity to attend parent-teacher interviews. This is an opportunity to formally discuss and celebrate academic progress, behaviour, effort and other general celebrations or concerns.

Students are also invited to participate in the interviews, known at 3-way reporting, as they are encouraged to celebrate their successes and own their learning.

What is 3-Way Reporting?

- A conversation between the student, their parents and their teacher.
- All three parties - student, parents and the teacher - sit together and talk about the student’s learning, with the student taking an equal role.
- In three way interviews students typically explain aspects of their learning as well as areas for further improvement.
- The conference gives students an opportunity to share with their parents their growth as a learner.
- Students accept accountability and responsibility for their progress and achievement, and demonstrate a growing understanding of their development as independent learners.
- The conferencing processes involves a portfolio of work that shows a range of evidence of learning that the student has demonstrated.

Why is it important for students to be at the conference?

- Children learn best when students, parents and teachers work together.
- Three Way Conferencing enables parents/carers, teachers and students to have an open and honest discussion.
- Students must learn to evaluate their own work, honestly and fairly. At Railway we have ‘Know and Do’ checklists and 5 Questions to support our students to regularly reflect on their learning and evaluate their progress. Three Way Conferencing requires self-assessment; which is an essential component of life-long learning.
- Three Way Conferencing holds students accountable and encourages them to accept responsibility for their performance.

Teacher, Student and Parent Roles in 3-Way Reporting

In 3-Way Conferences, students, parents and teachers have specific roles and responsibilities.

Teachers:

- Teachers help students develop the confidence to share their work and understandings effectively. They play a crucial role in preparing and planning the students’ work for presentation and discussion. Teachers will also provide other information for parents regarding their child’s learning.

Students:

- Students plan and prepare their work for presentation. During the conference they will attempt to demonstrate their understanding of the topics that they have completed through discussing and answering questions that may be posed. This enables students to share their work in a confident, assertive and articulate manner.

Parents:

- In regard to helping to make the Three-Way reporting experience a useful one for your child, it is really important to be: patient; positive; encouraging and supportive of your child.
- Parents take an active role in their child’s presentation by providing feedback, praise, encouragement and asking questions to find out more information about their child’s learning.
• Please also remember that a child's learning is a 'work in progress' and mistakes are all part of the learning process.

Expectations:
• Parent teacher interviews should be used to build constructive partnerships with parents
• Parent teacher interviews should focus on the celebration of learning
• Parent teacher interviews are offered at the end of Term 1 and 3 and/or the beginning of Term 2 and 4
• If parent selects 3-way reporting, teachers must scaffold the students in preparation for the interview
• If a student is present, the teacher is a facilitator to guide conversation between the parent and child with a focus on learning successes and areas to improve
• The previous Curriculum Term Overview must be provided to parents as an interim report
• Student assessment folders must be used to guide discussion about the evidence of student academic progress
• Information should be provided to parents about ways that they could assist to improve student learning
• Specialist teachers must be flexible to accommodate parents who wish to discuss student progress

Process:
• Generic Parent teacher interviews letter is sent home at the end of Term 1 and 3 in preparation for meetings at the end of Term 1 and 3 and/or the beginning of Term 2 and 4. Teachers can black out the times that they are unavailable.
• Notes are returned and the teacher allocates a time, taking into consideration siblings and possibly alternate times not listed. A notes outlining the meeting time is to be sent home with the students.
• Classroom teachers will notify the specialist teacher if requested by the parent. Specialist teachers will contact the parents to arrange a time to meet.
• While waiting for the teacher-student-parent conference, students will initially self-report to parents for 15 minutes using their Student Assessment Folder, Data Book and the support document to guide conversations. The process must be explicitly taught, modelled and practiced prior to the meetings.
• The role of the teacher is to guide conversation between the parent and child with a focus on learning successes and areas to improve. Meetings should be a celebration of learning. Term 1 and 3 overviews with student results should be provided to parents as an interim report. Student folios should be used to discuss evidence of student learning. Teachers should also provide some helpful information to parents in ways that they could assist to improve student learning.

INDIVIDUAL CURRICULUM PLANS
Students provided a different year level curriculum than their age cohort, for particular learning areas (as identified in their Individual Learning Plan) are assessed and reported against the achievement standards for the year level curriculum they are taught. P – 12 Curriculum Framework Reporting to Parents

WRITTEN PROGRESS REPORTS
All students in Years P to 7 receive a written Progress Report twice each year, at the conclusion of each semester in June and December. Report cards will include the following in order; a cover sheet, Achievement Standard Overview and One School Report.

Teachers use OneSchool to create a computer generated report based on student progress in the Essential Learnings and Content Descriptions using a five-point scale of A–E, VH-L or EX-AP. Specialist Teachers (Class Music, PE, Instrumental Music, LOTE, SWD, ESL and part-time teachers) are responsible for entering their own data on One School.

Making Judgements
The evidence of each student’s achievement is collected using a range of assessments aligned to the curriculum and is kept in student assessment folios. Teachers make an on-balance judgment about the overall quality of a student’s work relating to the achievement standard. They take into account the most recent evidence of learning to account for progress in the student’s understanding and skills.

An on-balance judgment does not involve averaging a grade across different assessments.

The on-balance decision is based on how well the evidence in the folio matches the two dimensions of understanding and skills in the achievement standard for the learning area on a five-point scale (A–E or equivalent). This process involves moderation among peers to strengthen comparability of teacher judgement. Mid-year reporting represents the student’s achievement at the time of reporting. A mid-year on-balance decision involves making a judgment about how well the evidence of student achievement matches those aspects of the achievement standard that have been taught and assessed during the reporting period.

FAQ: Assessment
**Report Card Comments**

Comment banks for all KLAs are available on OneSchool to assist teachers to compose reports. For all learning areas, comments state student achievement against the Australian Curriculum Achievement Standard and identify student’s strengths and areas to improve based on the KLA’s Achievement Standard. Behaviour comments are also available.

Teachers are required to compose individualised general comments for each student. Comments should be professional, objective, in third person and in present tense without any predictive statements. All general comments must be reviewed by an admin member prior to being entered into OneSchool.

Grammatical notes:
- ‘Term 1’ and ‘Semester 1’ require capital letters. ‘This term’ and ‘this semester’ don’t.

**Reporting Timeline**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Reporting Timeline – End of Semester</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>o HOC, STL&amp;N, SWD &amp; ESL: Set up and check ICPs and reportable goals</td>
<td>o SWD, STL&amp;N, HOC &amp; ESL Teacher</td>
<td></td>
</tr>
<tr>
<td>o Instrumental music: Add students to OLAs</td>
<td>o HOC</td>
<td></td>
</tr>
<tr>
<td>o Extra-curricular activities: Add student names</td>
<td>o Teachers (see below)</td>
<td></td>
</tr>
<tr>
<td>o Report comments updated if required</td>
<td>o HOC</td>
<td></td>
</tr>
<tr>
<td>o Part-time teachers: inform HOC what KLAs you will be reporting on</td>
<td>o Part-time teachers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>REPORTING PERIOD: SET UP</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>o Reporting period open: achievement and comments to be entered using comment bank codes and student portfolio of evidence</td>
<td>o Teachers</td>
<td></td>
</tr>
<tr>
<td>o ST&amp;L, HOC SWD and ESL teachers to write personalised for their reportable goals</td>
<td>o SWD, STL&amp;N, HOC &amp; ESL Teacher</td>
<td></td>
</tr>
<tr>
<td>o General comments: emailed to admin for proof reading prior to being entered into One School</td>
<td>o Teachers and Principal</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5 - 8</th>
<th>REPORTING PERIOD: OPEN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>o Photocopying report attachments: using year level master attachments and/or access from GDrive (report cover and Achievement Standards)</td>
<td>o Teacher Aides</td>
<td></td>
</tr>
<tr>
<td>o Reporting period closed Monday 9.00am (second last week of school)</td>
<td>o HOC</td>
<td></td>
</tr>
<tr>
<td>o Proofing reports on One School</td>
<td>o Admin</td>
<td></td>
</tr>
<tr>
<td>o Proofing SWD reports</td>
<td>o SWD teacher</td>
<td></td>
</tr>
<tr>
<td>o Final proofing of reports and save on GDrive</td>
<td>o HOC</td>
<td></td>
</tr>
<tr>
<td>o Consistent errors will be returned to teachers to fix</td>
<td>o Teachers</td>
<td></td>
</tr>
<tr>
<td>o Prepare class envelopes</td>
<td>o Teacher Aides</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>REPORTING PERIOD: CLOSED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>o Printing reports: Teacher Aides to print reports accessed from GDrive or One School</td>
<td>o Teacher Aides</td>
<td></td>
</tr>
<tr>
<td>o Report cards handed out to students Wednesday last week of school</td>
<td>o Teachers</td>
<td></td>
</tr>
<tr>
<td>o Copies of report cards can be found on GDrive if additional copies are requested by staff or parents</td>
<td>o Teachers</td>
<td></td>
</tr>
</tbody>
</table>

**Extra Curricula Activities**

<table>
<thead>
<tr>
<th>Area</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizen of the Week</td>
<td>Teacher Aide</td>
</tr>
<tr>
<td>Reward Day</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>Camps/excursions</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>School Captains including music and sport</td>
<td>Head of Curriculum</td>
</tr>
<tr>
<td>Choir and other music events eg. Eisteddfod</td>
<td>Music Teacher</td>
</tr>
<tr>
<td>Other sporting events eg. swimming carnival, Red Track</td>
<td>HPE Teacher</td>
</tr>
<tr>
<td>Student Council</td>
<td>Teacher in charge</td>
</tr>
</tbody>
</table>

If you would like to enter any other extra-curricular activities that are not on the list, please see me so that I can set them up for you. An Extra-Curricular Help Sheet is available to assist you with the process.

Please refer to the following document for more information regarding the reporting expectations.

**P – 12 Curriculum Framework Reporting to Parents**

**P-12 Policy Statement: Assessment**

**FAQ: Reporting**