

Ballandean State School

Overview

A school curriculum plan gives details of the what, when and how of the teaching-learning process. It is a 'living' document that will change over time in response to identified need, systemic requirements and achievement of stated goals.

This document is designed to be a plan- not a syllabus or collection of work programmes. It defines this school's approach to four key areas;

- **Core Learnings**
- **Pedagogy (teaching strategies)**
- **Assessment approaches and techniques**
- **Reporting on student progress and achievement.**

The Ballandean State School Curriculum Plan is designed to meet four major challenges;

- To increase intellectual engagement and global and local connectedness
- To improve teaching and learning especially through the middle years of schooling.
- To conceptualise and develop multiple pathways through school into changing future studies and workforces.
- To engage with relevant futures scenarios and technologies.

Systemic Influences and Resources

- Years 1-10 Curriculum Framework for EQ schools
- QSRLS Report
- QCAR and QSA and Essential Learnings
- The Report of the Assessment & Reporting Taskforce
- ICT Policy and information
- <http://education.qld.gov.au/> website sections
 - Productive Pedagogies
 - Curriculum Framework
 - Education & Training Reforms
- Productive Pedagogies- classroom observation manual.
- QCCS Syllabi Implementation
 - <http://www.qscq.edu.au/curriculum.html>
 - English
 - HPE
 - LOTE
 - Maths
 - SOSE
 - Science
 - Technology
 - The Arts

School Profile

Students

The school has an enrolment of 90 pupils. Over the past five years enrolments have been stable between 50 to 90 pupils. The school offers a prep and pre school program that runs every day.

Their interests and abilities vary considerably but they are generally motivated and exhibit a commitment to the school and its philosophy. Standards of behaviour and attendance levels are high. Our school is proud to accommodate students in all target groups and we endeavour to cater for them to the best of our ability within resourcing constraints.

Resources

Apart from fundraising projects carried out by the P&C Association, the school operates using the standard grants allocation. Occasionally, the school is successful in receiving special purpose grants.

Staff

The staff is an experienced group who have a commitment to both the school and community.

Permanent and visiting staff

- Cleaner
- Administration Officer
- Teaching Principal
- 2 x full time class teacher , 2 x part time class teachers
- 0.2 Itinerant class teacher
- 4 Teacher Aides
- a groundsperson
- PE Teacher and Music Teacher, Religious Instructors (weekly)
- Support Teacher / Advisory Visiting Teacher (4 days per week)
- LOTE Teacher (2weekly)

On Request

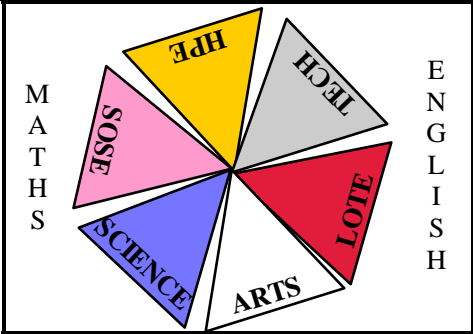
- guidance officer
- occupational therapist
- physiotherapist
- speech lang. pathologist

Community

Our school caters for children from both urban and rural properties. These properties vary in production including viticulture, cattle, orchards, small crop farming and others. The community has a history closely linked with the school and several generations of the same families have been educated at this facility. The school community is quite supportive of school and extra curricular activities. Their rate of involvement is rather high.

Physical Location

Ballandean is located in the Education Queensland District of Warwick. It is situated on the New England Highway approximately 18 kilometres south of Stanthorpe. The school was opened in 1908. The school also has as one of its building the old Wyberba school building.

Elements	Shared Curriculum Vision	Developmental /Action Plans	Timeline			
			07	08	09	
Core Learnings	<p>Curriculum Organisation Core learnings will generally be organised according to this diagram; This diagram shows that whilst KLA syllabi may be taught separately, integration of some learning outcomes of two or more areas will be achieved to meet learning, teaching, planning and community needs, and educational opportunities for real life experiences. Teachers will be encouraged to integrate outcomes from other KLAs into their planning. Maths and English will be taught separately but will be encompassed by all other KLAs.</p>		Negotiate and inform School community about Essential Learnings	✓	✓	✓
	Implement Essential Learnings and associated scope and sequence charts in all KLA's			✓	✓	
	Implement Early Years curriculum And extend across all levels of school		✓	✓	✓	
	Complete ICT School Learning Agreement.			✓	✓	
	Develop, Review and Refine School Literacy, Arts, Technology and Science syllabi		✓	✓		
	Start to implement English syllabus in conjunction with Queensland Studies Authority			✓	✓	
	Investigate and Implement a school based Maths Program that caters for diverse range of learning and teaching styles, learning needs and that meets the requirements of the revised Maths Syllabus.(GO MATHS)			✓	✓	
	Monitor, review and refine other KLA Syllabi (LOTE, HPE)			✓	✓	
	In Science, Incorporate a focus on Mechanical and chemical Sciences			✓	✓	
	<p>Student Groupings Students will be grouped in response to individual need and resource capabilities. School based curriculum programmes (using current syllabi) will provide the direction for clearly defined developmental levels allowing each child multiple opportunities to demonstrate learning outcomes.</p> <p>KLAs taught in class groupings eg: Prep/yr 1 (using revised guidelines/curriculum). Yr 2/3, Yr 4/5 and Yr 6/7 where staffing permits</p> <p>Individual levels for spelling, reading, writing (As per literacy program)</p> <p>Ability groupings for Maths to occur across class groupings KLAs taught in class groupings eg: Prep / Yr1/ Year 2/3 , Yr 4/5 Yr6/7 with specialist support.</p> <p>Curriculum Planning Teachers must plan a purposeful and developmental curriculum that is based on the current syllabus and incorporates the Essential learnings and standards. These plans must be made available to other members of the school community and should;</p> <ul style="list-style-type: none"> ➤ Be based on information contained within the Essential Learnings, new syllabi and school based initiatives ➤ Be framed in such a way that shows- core learning outcomes (including links to other KLAs), concepts & content, skills & processes, range of assessment opportunities. ➤ Address the balanced framework of productive pedagogies; intellectual quality, recognition of difference, connectedness, supportive classroom environment. ➤ Address all KLA strands over the period of each child's primary education. ➤ Allow for individual differences and needs of students. ➤ Integrate Information Communication Technologies into each learning area. ➤ These plans do not have to be taught as Units. ➤ Integration of subject matter can and will occur as a matter of course but not as a matter of necessity. ➤ Planning should incorporate negotiation of curriculum and learning experiences with current cohort of students. ➤ It is not necessary, nor necessarily desirable for units to be repeated year after year. ➤ Use a play based approach in all year levels. ➤ Cater for all students including – SWD, G and T and CICOTS 					

Pedagogy – Teaching Strategies	<p>Teaching Staff</p> <p>Our staff, as well as our students, is life long learners. As a team, they are able to network to maximise teaching practise to meet student learning needs.. This team needs to work collaboratively with all members of the school community in order to gain better educational outcomes for students. Staff needs to ensure that they engage in professional development that improves their current skill level and is consistent with school goals. Teachers should utilise an array of teaching strategies to best suit the individual, group or class learning styles and abilities. Learning is organised into broad KLA units with some amount of integration. Tasks attached to these units should have real-world contexts / problem solving which build understandings and connectedness between local and global issues. Teachers should ensure they have high expectations for classroom behaviour and academic engagement with children working towards becoming self disciplined students. Staff will continually learn, practise, review and refine teaching strategies in light of developments from EQ and QSA</p>	Negotiate and inform School community about Pedagogy-teaching strategies.	✓	✓	✓
	<p>Strategies</p> <p>The balanced theoretical framework of ‘Productive Pedagogies’ provides guidelines for the type of teaching strategies used by our school;</p> <p><i>Intellectual Quality</i></p> <ul style="list-style-type: none"> • Higher order thinking- development of thinking skills / strategies • Deep Knowledge- detailed level of content • Deep Understanding- allowing opportunity for evidence of understanding. • Substantive Conversation- creating dialogue between students and teachers • Knowledge as problematic- critiquing and examining knowledge • Metalanguage- language & grammar are integral parts of units <p><i>Connectedness</i></p> <ul style="list-style-type: none"> • Knowledge integration- some integration across KLAs • Background knowledge- ensuring students’ prior knowledge is known. • Connectedness to the world- link to real world contexts and issues • Problem-based curriculum- focus on identifying and solving problems within context <p><i>Recognition of Difference</i></p> <ul style="list-style-type: none"> • Cultural diversity- ensuring a range of cultural values • Inclusivity- increase participation of diversity of students • Narrative- use narrative activities within lessons • Group Identity- creating a sense of community / teamwork • Active Citizenship- facilitates knowledge and practice of democratic society. <p><i>Supportive Classroom Environment</i></p> <ul style="list-style-type: none"> • Student Direction- students are to assist in determining activities and outcomes • Social Support- mutual respect is fostered between students and teachers • Academic Engagement- ensuring children are on task and involved during activities • Explicit quality performance criteria- criteria for assessment is known by students & staff at beginning of units • Self-regulation- self-discipline is promoted 	Staff to extend knowledge and use of Productive Pedagogies and QCAR strategies through practice and PD opportunities within district plan.	✓	✓	✓
		Staff to engage in peer-to-peer review/moderation of strategies and class programs.	✓	✓	✓
		Staff to engage in reflection to allow review and modification / extension of teaching practises to best meet needs of students.	✓	✓	✓
		Establish and refine further methods for writing criteria sheets.	✓	✓	✓

<p>Assessment Approaches & Techniques</p> <p>This area will be modified according to staff development and understating of QCAR</p>	<p>Purposes of Assessment Assessment is an interdependent aspect of the teaching and learning process. It should be a systematic and ongoing process designed to make judgements about students' demonstration of core learning outcomes listed within all key learning areas.</p> <p>What will be assessed ? At Ballandean State School, staff and students will participate in the assessment process. Assessment items will be clearly defined in teacher planning and will take into account the importance of addressing diverse needs of children. This will also include an emphasis on students' social and study skill development. Students will be made aware of the criteria for each assessment opportunity. Assessment items will be planned at the same time as units of work and will be made explicit to students. Criteria sheets will be used to assist staff in the assessment process and will be available to students and parents.</p> <p>Techniques and Instruments of Assessment Techniques for assessment should allow students to have a variety of opportunities and formats to demonstrate their understandings of CLO's. Assessment techniques need to be summative, formative and diagnostic. Assessment instruments must be balanced to include (lists are indicative only); Observation Consultation Focused Analysis Peer/Self Assessment</p> <ul style="list-style-type: none"> ● group work ● anecdotal records ● oral presentations ● checklists ● conferences ● interviews ● class/school based tests ● standardised tests ● assignments ● work samples ● learning logs ● surveys ● reflection journals ● digital portfolios and records <p>Standardised assessment programmes using 'outside sources' such as Yr.3,5,7 tests, QCAT's, some commercial reading tests (NEAL), Australian Schools competitions will also utilised. This data will be used to track 'whole school progress over time'. Moderation will occur within both mandated statewide methods and also within 'social moderation' opportunities where teacher engage in professional dialogue to review judgements made by peers.</p>	<p>Negotiate and inform School community about Assessment Approaches and Techniques.</p> <p>Review systemic requirements in relation to what has to be assessed regularly - with advice from Assessment & Reporting personnel.</p> <p>Development and implement an assessment and reporting framework that meets the needs of students, teachers and parents.</p> <p>Engage in staff PD on both moderation and assessment techniques.</p> <p>Develop and use data profiles /digital profiles across all year levels.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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Reporting on Student Progress & Achievement	<p>Purposes of Reporting</p> <p>Reporting is the communication of information on the results of assessment of student achievement. It may be communicated to parents/caregivers, students and other sections of Education Queensland.</p>	Negotiate and inform School community about Reporting on Student progress.	✓	✓	✓
	<p>Ballandean State School Reporting System</p> <p>Our recording and reporting system is adaptable, easily managed and efficient. Individual data profiles are established for each student. These profiles indicate their ongoing progress in demonstrating CLO's for each separate KLA that has been introduced. Data will be recorded to show date and type of assessment items under headings; developing, partially demonstrated and demonstrated. These documents will be made available for student perusal in order to promote better self-awareness. Profiles may be maintained electronically but should also be provided in hard copy formats for ease of student / parent access. In addition, our school maps all students on the continua until they leave school.</p>	Develop further student data profiles as syllabi are adopted.	✓	✓	✓
	<p>Formal reporting to parents will occur at the end of each semester and will be a 'snapshot' of units of work in each KLA undertaken during that semester. Reports will indicate progress under headings that apply to each of the Key Learning Areas. Face to face reporting opportunities will be provided during the year (or on request) where parent/caregivers can see the 'total' progress of the child using the full range of data profiles.</p>	Modify student reports to include requirements of reporting as directed by EQ	✓	✓	✓
	<p>"Report Cards" have been modified to meet the systemic reporting requirements. When appropriate, Modifications will also occur to address feedback from the school community.</p>	Investigate electronic storage and maintenance of student data profiles.	✓	✓	✓

- ✓ done
- ✓ doing
- ✓ investigate