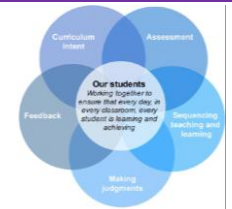


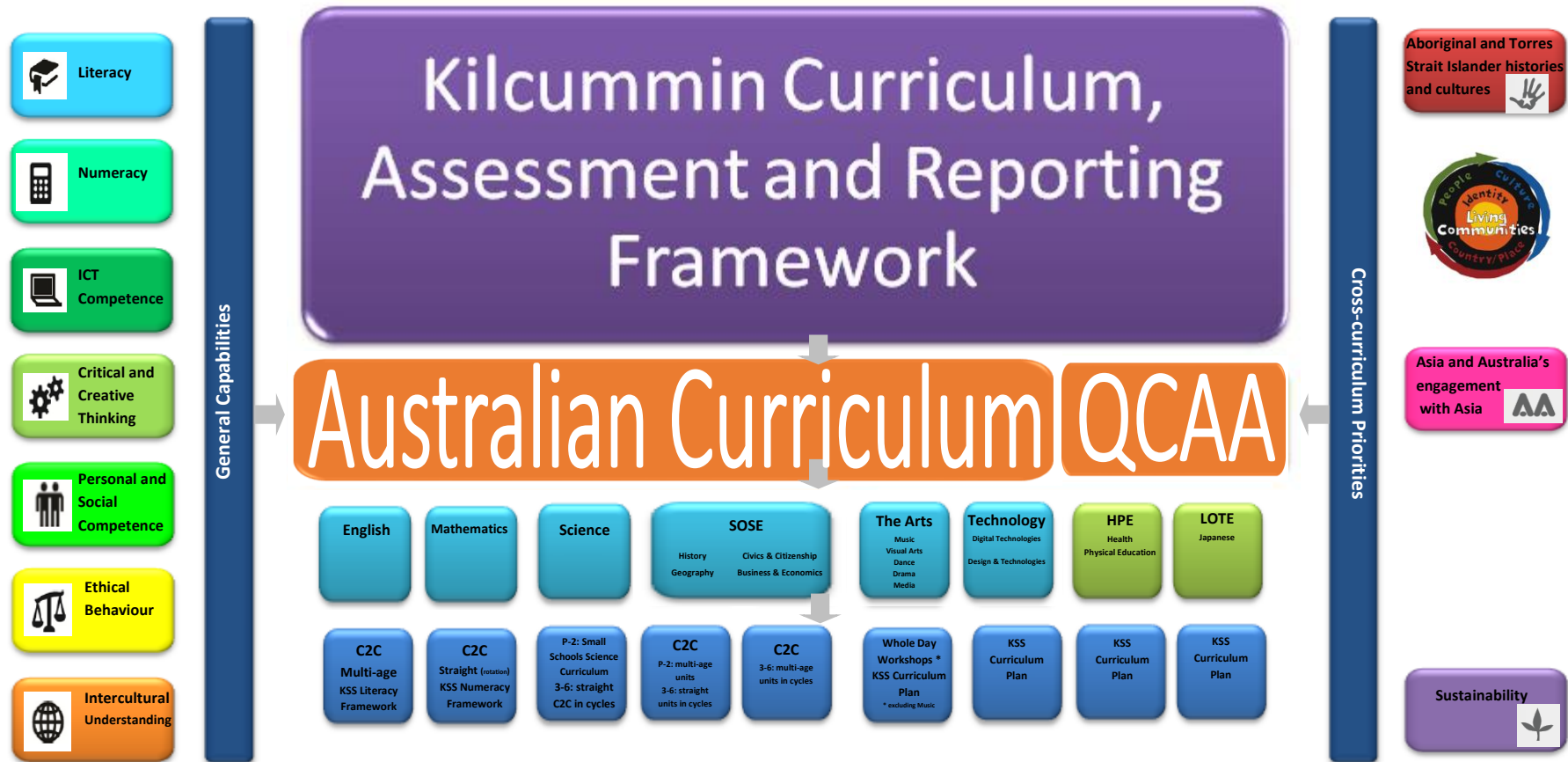


Kilcummin State School

Success by Effort



P- 6 Curriculum, Assessment and Reporting Framework





Kilcummin State School

Success by Effort

Vision: At Kilcummin State School we strive to provide an engaging, intellectually challenging, supportive learning environment driven by a commitment to student improvement. Our students are taught strong co-operative skills and values and learn to respect themselves, their peers, their school and their potential.

Kilcummin State School Profile and Data				
Total enrolments	31 (as at Day 8, 2015)			Sources for gathering information and data School Plan Annual Implementation Plan Annual Report Improvement Agenda Pedagogical Framework Internal Monitoring Spreadsheet Oneschool Oneportal CQ3S Data Analysis Tool
Year levels	P-6: P-2, 3-6			
Student Information	% males: 35%		% females: 65%	
	% Indigenous students: 0%		% students with disabilities: 0%	
	% ESL students: 0%		% Identified Gifted students: 0%	
Staff Information	Teaching staff: 4	Non-teaching staff: 5	Itinerant teachers: 3	
Targets	School Improvement targets 2015 (attached)			
Systemic priorities: 2013-2017 Strategic Plan: <ul style="list-style-type: none">- Successful Learners- Great People- Engaged Partners- High Standards- Empowerment P-12 Curriculum Assessment and Reporting Framework <ul style="list-style-type: none">- Curriculum provision (diversity)- Curriculum provision (SWD)- Curriculum provisions (G&T)- Assessment- Reporting to parents- Implementation of Australian Curriculum- Pedagogical Framework				School-based core priorities: United in our Pursuit of Excellence: <ul style="list-style-type: none">- School and Community Partnerships- Teaching Practice- School Curriculum- Principal Leadership and School Capability Regional Priorities <ul style="list-style-type: none">- Explicit Instruction- Coaching- Provision of feedback- Purposeful use of data
				School-based core priorities: Strategic Plan 2012-2015 <ul style="list-style-type: none">• Writing• Reading• Australian Curriculum Implementation• Instructional Leadership Development• Workforce Performance Development• Improving Numeracy Outcomes (U2B) 2015 Annual Implementation Plan Priorities: <ul style="list-style-type: none">• Reading• Numeracy• Writing• Implementation of the Australian Curriculum• Quality Teaching• Parent and Community Engagement• Collaborative Empowerment



Kilcummin State School

Success by Effort

Our School Profile

Kilcummin State School is a state school that provides quality education in a rural setting. Students work in composite class structures, currently across two classrooms. Curriculum delivery follows the key learning areas with students empowered to achieve to their potential through well-refined teaching and learning programs and comprehensive support structures. At Kilcummin State School we strive to provide an engaging, intellectually challenging, supportive learning environment whilst embedding gradual release of responsibility through a cycle of focused instruction, guided instruction, collaboration learning and independent learning. Our students are taught strong co-operative skills and encouraged to achieve to their potential.

Our School Context

Kilcummin State School was established in 1959 with 19 original students. Today it is enjoying a steady increase in enrolments with the number of students attending the school currently around 30. Kilcummin State School students are drawn entirely from the properties in the surrounding district. Almost a third of the students are either the second or third generation of their family to attend the school. A large percentage of the students remain at the school for the entirety of their primary school career. Most students travel to and from school on the two school buses that service three main access routes. Due to the rich history of families attending the school, Kilcummin enjoys an excellent relationship with the Kilcummin community.

Our School Values

At Kilcummin State School, we support the notion that **Every Child Matters**. Learning in our school is characterized by 4 given values:

- Improvement: continuous improvement in student outcomes
- High Expectations: explicit high expectations of students
- Recognising Success: valuing individuals and expecting and celebrating success
- Student Engagement: ensuring that all students are provided with a safe environment in which they want to learn

Our School Rules

Respect Others ✧ Respect Myself ✧ Respect My School ✧ Respect My Potential

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Kilcummin State School Curriculum Plan Overview

Prep – Year 2										Year 3 – Year 6									
Key Learning Area		Teaching Sequence				Reporting Period	Important Considerations	Time Requirement		Key Learning Area		Teaching Sequence				Reportin g Period	Important Considerations	Time Requirement	
		1	2	3	4							1	2	3	4				
English		✓	✓	✓	✓	T2, T4	<ul style="list-style-type: none">Unit plans to be adapted from C2C P-2 Curriculum for 1/2 + Prep C2CIncludes Daily 5, Write2Spell	405 mins		English		✓	✓	✓	✓	T2, T4	<ul style="list-style-type: none">Unit plans to be adapted from C2C 3-4 and 5-6 CurriculumsIncludes Daily 5, Spelling Mastery	390 mins	
Mathematics		✓	✓	✓	✓	T2, T4	<ul style="list-style-type: none">Unit plans to be adapted from C2C straight year level curriculums	270 mins		Mathematics		✓	✓	✓	✓	T2, T4	<ul style="list-style-type: none">Unit plans to be adapted from C2C straight level curriculums	270 mins	
Science		✓	✓	✓	✓	T2, T4	<ul style="list-style-type: none">Unit plans to be adapted Small Schools Science Curriculum	90 mins		Science		✓	✓	✓	✓	T2, T4	<ul style="list-style-type: none">Straight C2C on 2 year cycle: A = year 4 & 6, B = year 3 & 5	135 mins	
SOSE	History	✓		✓		T2, T4	<ul style="list-style-type: none">Unit plans to be adapted from C2C P-2 CurriculumTaught in terms 1 and 3	60 mins		SOSE	History	✓		✓		T2, T4	<ul style="list-style-type: none">Straight C2C on 2 year cycle: A = year 4 & 6, B = year 3 & 5Taught in terms 1 and 3	120 mins	
	Geography		✓		✓	T2, T4	<ul style="list-style-type: none">Unit plans to be adapted from C2C P-2 CurriculumTaught in terms 2 and 4	60 mins			Geography		✓		✓		T2, T4	<ul style="list-style-type: none">Straight C2C on 2 year cycle: A = year 4 & 6, B = year 3 & 5Taught in terms 1 and 3	120 mins
TECHNOLOGY	DESIGN TECH		✓		✓	T2, T4	<ul style="list-style-type: none">Refer to school curriculum planMay be integrated	60 mins		TECHNOLOGY	Civics and Citizenship (S1) ** Business & Economics (S2) **	✓	✓	✓	✓	-	<ul style="list-style-type: none">C2C – year 5 and 6 onlyUnit plans adapted from C2C	60 mins	
	DIGITAL TECH	✓		✓		T2, T4	<ul style="list-style-type: none">Refer to school curriculum planMay be integrated	60 mins			DESIGN TECH		✓		✓		T2, T4	<ul style="list-style-type: none">Refer to school curriculum planMay be integrated	60 mins
THE ARTS	VISUAL ARTS MEDIA DRAMA DANCE	✓ V.A.	✓ MED	✓ DRA	✓ DAN	T2, T4	<ul style="list-style-type: none">Refer to school curriculum planVisual Art, Media, Dance and DramaTaught in whole day workshops	Whole day workshops (1 per term)		THE ARTS	DIGITAL TECH	✓		✓		T2, T4	<ul style="list-style-type: none">Refer to school curriculum planMay be integrated	60 mins	
	Music	✓	✓	✓	✓	T2, T4	<ul style="list-style-type: none">Taught once per fortnight (90 minute lesson)	45 mins			VISUAL ARTS MEDIA DRAMA DANCE	✓ V.A.	✓ MED	✓ DRA	✓ DAN	T2, T4	<ul style="list-style-type: none">Refer to school curriculum planVisual Art, Media, Dance and DramaTaught in whole day workshops	Whole day workshops (1 per term)	
HPE*		✓	✓	✓	✓	T2, T4	<ul style="list-style-type: none">Taught once per fortnight (90 minute lesson)	45 mins		Music		✓	✓	✓	✓	T2, T4	<ul style="list-style-type: none">Taught once per fortnight (90 minute lesson)	60 mins	
LOTE*		✓	✓	✓	✓	-	❖ Taught once per fortnight	15 mins		HPE*		✓	✓	✓	✓	T2, T4	<ul style="list-style-type: none">Taught once per fortnight (90 minute lesson)	60 mins	
Social Emotional Wellbeing SEW		✓	✓	✓	✓	-	<ul style="list-style-type: none">Refer to KSS wellbeing plan30 min lesson – Friday afternoon	60 mins 30 mins (T4)		LOTE*		✓	✓	✓	✓	T2, T4	<ul style="list-style-type: none">Face to face (refer to calendar)Via teleconference (alternate week)	45 mins	
LITERACY		✓	✓	✓	✓	-	<ul style="list-style-type: none">Determined using item analysisTargeted teaching	45 mins		Social Emotional Wellbeing SEW		✓	✓	✓	✓	-	<ul style="list-style-type: none">Refer to KSS wellbeing plan30 min lesson - Friday afternoon	60 mins 30 mins (T4)	
NUMERACY		✓	✓	✓	✓	-	<ul style="list-style-type: none">Determined using item analysisTargeted targeted teaching	45 mins		LIT / NUM		✓	✓	✓	✓	-	<ul style="list-style-type: none">Determined using item analysisTargeted teaching	45 mins	

* subjects planned using the QCAA curriculum

* subjects planned using the QCAA curriculum

** in 2015, teachers chose to act on advice from the Queensland Teachers' Union stating that further implementation of the new areas of the Australian Curriculum should be ceased to afford members time to consolidate the implementation of Phase 1 subjects and provide time for the consideration of the recommendations from 2014's Review of the Australian Curriculum. For these reasons, Civics and Citizenship and Business and Economics were not offered.

Kilcummin State School Curriculum Implementation

As of 2015, teachers at Kilcummin State School plan using the Australian Curriculum for English, Mathematics, Science, Humanities (History, Geography, Civics and Citizenship and Business and Economics), The Arts and Technology. The QCAA Essential Learnings are presently used to plan Health and Physical Education and Languages (Japanese). Curriculum into Classroom (C2C) materials are used to support planning in English, Mathematics, upper years Science and all humanities subjects. ACARA documents are used to inform Technology and The Arts. Units are planned on two year cycles to avoid repetition of content and maximise student engagement. Cycles are to occur as follows:

	English	Mathematics	Science	History	Geography	Civics / Business	Technology	The Arts
2014	Cycle A	N/A – straight units	N/A	N/A	N/A	N/A	Cycle A	N/A
2015	Cycle B	N/A – straight units	Year 3 (straight unit) Year 5 (straight unit)	Year 3 (straight unit) Year 5 (straight unit)	Year 3 (straight unit) Year 5 (straight unit)	Cycle A	Cycle B	Subject to workshop availability
2016	Cycle A	N/A – straight units	Year 4 (straight unit) Year 6 (straight unit)	Year 4 (straight unit) Year 6 (straight unit)	Year 4 (straight unit) Year 6 (straight unit)	Cycle B	Cycle C	Subject to workshop availability
2017	Cycle B	N/A – straight units	Year 3 (straight unit) Year 5 (straight unit)	Year 3 (straight unit) Year 5 (straight unit)	Year 3 (straight unit) Year 5 (straight unit)	Cycle A	Cycle A	Subject to workshop availability
2018	Cycle A	N/A – straight units	Year 4 (straight unit) Year 6 (straight unit)	Year 4 (straight unit) Year 6 (straight unit)	Year 4 (straight unit) Year 6 (straight unit)	Cycle B	Cycle B	Subject to workshop availability

Kilcummin State School Minimum Time Requirements

Key Learning Areas		P-2	3-4	5-6
C2C	English Including: • Daily 5 • Spelling Mastery • Write2Spell • Handwriting	450 mins (7.5 hours)	405 mins (6.75 hours)	405 mins (6.75 hours)
	Mathematics	300 mins (5 hours)	300 mins (5 hours)	300 mins (5 hours)
	Science	90 mins	135 mins	135 mins
	History (Semester 1) Geography (Semester 2)	60 mins	120 mins	120 mins
	Civics and Citizenship: T1 Business and Economics: T3			60 mins
Other KLAS	Design Technologies (2 and 4)	60 mins	60 mins	60 mins
	Digital Technologies (1 and 3)	60 mins	60 mins	
	HPE*	45 mins	45 mins	45 mins
	Music*	45 mins	45 mins	45 mins
	The Arts	30 mins (to be delivered in whole day workshops each term)		
	LOTE	15 mins (20 fortnights)	45 mins	45 mins

Kilcummin State School's minimum time requirements are based on the QCAA's Time Allocations and entitlement – Advice on implementing the Australian Curriculum F(P)-10. Teachers should refer to these minimum time requirements when reviewing their class Weekly Timetable.

Teachers have the flexibility to adjust lesson times, build in appropriate revision and extension time to cater to student needs and adjust weekly hours to factor in special events such as sporting carnivals, excursions and public holidays.

School Priorities	Social Emotional Wellbeing (SEW)	60 mins	60 mins	60 mins
	Additional Activities (parade)	15 mins	15 mins	15 mins
CQ Priorities	Focused Literacy (NAPLAN specific)	60 mins	45mins	45mins
	Focused Numeracy (NAPLAN specific)	45 mins	45 mins	45 mins
TOTAL	Total minutes	1305 mins	1320 mins	1380 mins
	Minutes remaining in 1425 minute week	120 mins	105 mins	45 mins

Timetabling at Kileummin State School

Kileummin State School works to a 10 day timetable to accommodate fortnightly visits from itinerant teachers. Current drafts of the timetable also facilitate the sharing of KLA's due to the Principal's administration day, shared teaching of History, Geography and Science in years 3-6 to enable use of the straight C2C curriculum and student participation in extension programs such as IMPACT online course and Project 600. Currently, classes at Kileummin State School are timetabled as follows:

P-2 Timetable (Non-itinerant Weeks)

Prep timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY*	FRIDAY
9:00		Days of the Week	Days of the Week	Days of the Week	Daily 5
9:15	History /	Oral Language	Oral Language	Oral Language	Change books + writing challenge
9:30	Geography	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	TRAIS
9:45		Sightwords	Sightwords	Sightwords	Spelling / Grammar /
10:00		Literacy RRR	Literacy RRR	Literacy RRR	Sightword Testing
10:15					
10:30		English	English	English	Literacy
10:45	Library				
11:00					
11:15					
11:30					
11:45		Number Facts	Number Facts	Number Facts	TRAIS
12:00	Science	Numeracy Warm Up	Numeracy Warm Up	Numeracy Warm Up	Number Facts / Numeracy
12:15					Problem Solving Testing
12:30		C2C Maths	C2C Maths	C2C Maths	
12:45					Numeracy
1:00		Problem Solving	Problem Solving	Problem Solving	
1:15					
1:30					Rewards
1:45					SEW
2:00	LOTE	Daily 5	Daily 5	Daily 5	
2:15		Let's Begin to Read	Let's Begin to Read	Let's Begin to Read	Yoga
2:30	Technology	Phonics	Phonics	Phonics	
2:45		Handwriting	Handwriting	Handwriting	Parade

Variation (Itinerant Weeks)

P-2 Itinerant Fridays

FRIDAY
SEW
HPE
Music
Rewards
SEW
Yoga
Parade

3-6 Timetable (Non-itinerant weeks)

Year 3/4 Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY*	FRIDAY
9:00		Daily 5	Daily 5 (IMPACT)	Daily 5 (IMPACT)	
9:15		Read to Self / Someone (20 mins)	Read to Self / Someone (20 mins)	Read to Self / Someone (20 mins)	SEW
9:30	History /	Word Work: Strive (20 mins)	Word Work: Strive (20 mins)	Word Work: Strive (20 mins)	
9:45	Geography	Work on Writing: 7 Steps (20 mins)	Work on Writing: 7 Steps (20 mins)	Work on Writing: 7 Steps (20 mins)	Literacy
10:00	(split: 3/4 and 5/6)				
10:15		English	English	English	
10:30		Year 3/4	Year 3/4	Year 3/4	
10:45					
11:00					
11:15					
11:30					
11:45		Maths Facts	Maths Facts	Maths Facts	
12:00	LOTE	Warm Ups	Warm Ups	Warm Ups	
12:15		C2C Maths	C2C Maths	C2C Maths	Numeracy
12:30					(problem solving)
12:45	Science				
1:00	(split: 3/4 and 5/6)	problem solving	problem solving	problem solving	
1:15					
1:30					
1:45		Spelling	Spelling	Spelling	Yoga
2:00	Science	%(alternating)%	%(alternating)%	%(alternating)%	
2:15	(split: 3/4 and 5/6)	Comprehension	Comprehension	Comprehension	SEW
2:30					
2:45	Homework	Afternoon Show	Library	Afternoon Show	Parade

Year 1/2 timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY*	FRIDAY
9:00		Grammar	Grammar	Grammar	SEW
9:15	History /	English	English	English	
9:30	Geography				TRAIS
9:45					Reading Comprehension*
10:00		Literacy RRR	Literacy RRR	Literacy RRR	
10:15		Spelling	Spelling	Spelling	Spelling Consolidation
10:30					
10:45	Library	Handwriting	Handwriting	Handwriting	Independent Writing
11:00					
11:15					
11:30					
11:45		Mental Maths	Mental Maths	Mental Maths	TRAIS
12:00	Science	Numeracy RRR	Numeracy RRR	Numeracy RRR	Number Facts
12:15					
12:30		C2C Maths	C2C Maths	C2C Maths	Problem Solving Strategy
12:45					
1:00					
1:15					
1:30					Rewards
1:45		Daily 5	Daily 5	Daily 5	Religious Education
2:00	LOTE				
2:15					Yoga
2:30	Technology	STRIVE	STRIVE	STRIVE	
2:45		Sightwords	Sightwords	Sightwords	Parade

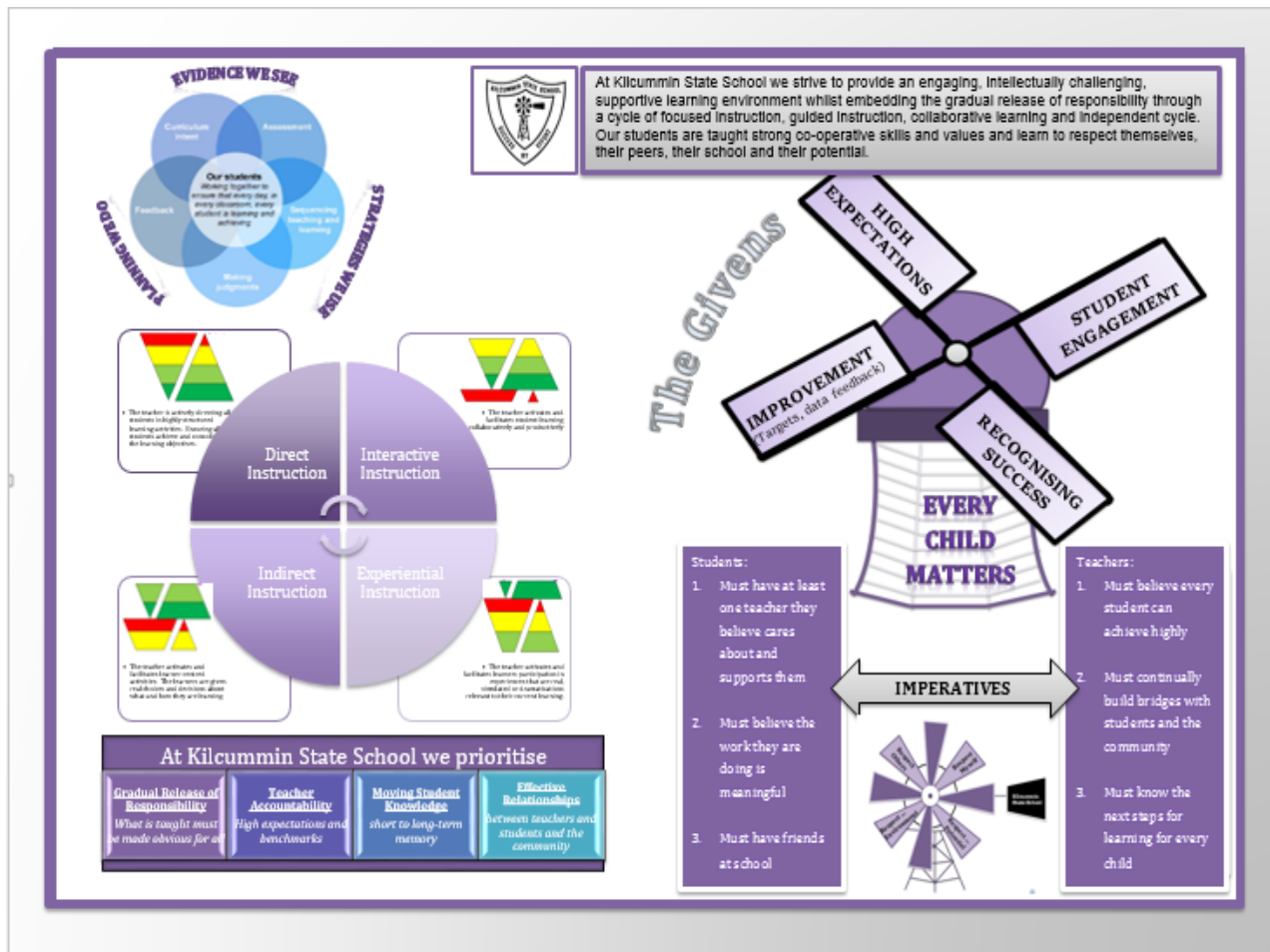
3-6 Itinerant Fridays

FRIDAY
SEW
3-6 Music
HPE
Yoga
SEW
Parade

Year 5/6 Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY*	FRIDAY
9:00		Daily 5	Daily 5 (IMPACT)	Daily 5 (IMPACT)	
9:15		Read to Self / Someone (20 mins)	Read to Self / Someone (20 mins)	Read to Self / Someone (20 mins)	SEW
9:30	History /	Word Work: Strive (20 mins)	Word Work: Strive (20 mins)	Word Work: Strive (20 mins)	
9:45	Geography	Work on Writing: 7 Steps (20 mins)	Work on Writing: 7 Steps (20 mins)	Work on Writing: 7 Steps (20 mins)	Literacy
10:00	(split: 3/4 and 5/6)				(business and economics)
10:15		Spelling	Spelling	Spelling	
10:30		%(alternating)%	%(alternating)%	%(alternating)%	
10:45		Comprehension	Comprehension	Comprehension	
11:00					
11:15					
11:30					
11:45		Maths Facts	Maths Facts	Maths Facts	
12:00	Science	Warm Ups	Warm Ups	Warm Ups	
12:15	(split: 3/4 and 5/6)	C2C Maths	C2C Maths	C2C Maths	Numeracy
12:30					(problem solving)
12:45	LOTE				
1:00		problem solving	problem solving	problem solving	
1:15					
1:30					
1:45					Yoga
2:00	Science	English (5/6)	English (5/6)	English (5/6)	
2:15	(split: 3/4 and 5/6)				SEW
2:30					
2:45	Homework	Afternoon Show	Library	Afternoon Show	Parade

Kilcummin State School Pedagogical Framework



Kilcummin State School's Pedagogical Framework provides a comprehensive guide to 'the how' of teaching. Pedagogical practice is designed using The Dimensions of Teaching and Learning acknowledging that the planning we do, evidence we see and strategies we use target the interrelated areas of Curriculum Intent, Assessment, Sequencing Teaching and Learning, Making Judgements and Feedback joined by a commitment to *working together to ensure that every day, in every classroom every child is learning and achieving.*

Teachers at Kilcummin State School prioritise the Gradual Release of Responsibility, teacher accountability, moving student knowledge and effective relationships. They acknowledge that quality teachers consider which type of instruction will prove most effective in meeting the needs of their learners and the objectives of each lesson.

Kilcummin State School operates under four givens central to the notion that *every child matters*. These are;

- ❖ a relentless focus on *improvement*
- ❖ maintaining *high expectations* of every student
- ❖ ensuring *student engagement* in every lesson
- ❖ celebrating and *recognising success*

At Kilcummin State School it is imperative that teachers believe every student can achieve highly, they continually build bridges with students and the community and they know the next steps for learning for every child.

Curriculum into Classroom (C2C)

Curriculum into the Classroom (C2C) project is a set of planning resources to help teachers implement the Australian Curriculum in Queensland state schools. Use of C2C materials is not mandated by the department though is used at Kilcummin State School to assist with planning.

The C2C materials provide a starting point for curriculum planning and teachers should adopt or adapt them to meet their students' needs.

- Unit plans, lesson overviews, and lesson plans for C2C units are available on [OneSchool](https://oneschool.edu.au).
- Resources for Curriculum Planning can be found on [OnePortal](https://oneportal.edu.au).

Please note that the **C2C resources** are owned by the Department of Education and Training, and **protected by copyright law**. Whilst Education Queensland teachers may access and use these materials with their students, they are not able to share these with colleagues who work in other schooling sectors. Under the terms and conditions of using these materials, access to the resources is restricted to Education Queensland employees.

C2C at Kilcummin State School

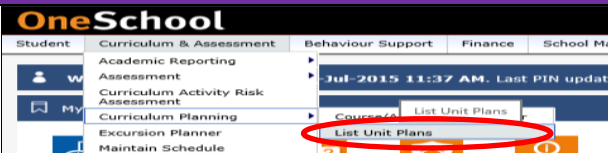
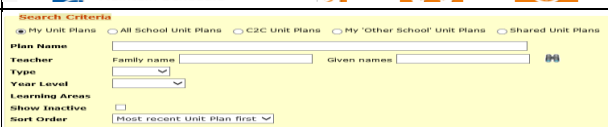
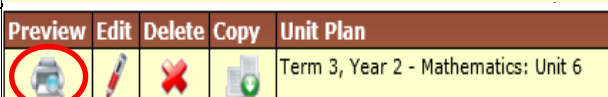
Kilcummin State School utilises a combination of the C2C straight and C2C multi-age units to assist with planning.

All C2C Unit Planning is done using Oneschool. The Principal, as the curriculum supervisor, will create master units at the beginning of each term in alignment with Kilcummin's Curriculum and Reporting Framework and assign them to the relevant timetabled teachers. Teachers are then encouraged to adopt or adapt class copies of their unit plans to suit the needs of their learners using the Oneschool unit planning functionality. All adaptations must be completed by the end of week three each term so that they can be reviewed and approved by the Principal. Oneschool remains the point of truth - teachers are advised to re-load units each term in case of changes to the C2C resources or curriculum plan instead of relying on copies you have already downloaded from G: or the C2C downloader.

Kilcummin Unit Plans will list the relevant school term, year level, key learning area, unit number and cycle if applicable e.g. *Term 2, Year 1-2 – English: Unit 4 (cycle A)*. Unit plans can be retrieved from Oneschool as follows:

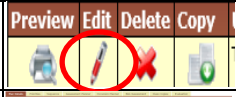
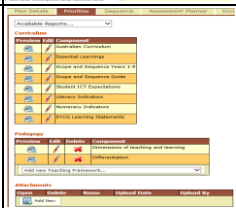
SUBJECT	Straight C2C	Multi-age C2C	ACARA	QCAA	Other
English	✓	✓			
Mathematics	✓				
Science	✓ (3-6)				✓ (P-2)
History / Geography	✓ (3-6)	✓ (P-2)			
Civics / Business		✓			
Technology			✓		
The Arts			✓		
HPE				✓	
Languages				✓	

DOWNLOADING UNIT PLANS FROM ONESCHOOL

Step 1 Log on to Oneschool (https://oslp.eq.edu.au/)	
Step 2 Curriculum & Assessment > Curriculum Planning > List Unit Plans	
Step 3 Select My Unit Plans or All School Unit Plans. Search. Specific search options Search by Name, Type, Year level, Learning Area	
Step 4 Click on the preview icon. A report options box will open.	
Step 5 Select the sections you would like to view. Click > preview Step 6 This window (see far right) will open automatically to let you know that Oneschool is generating your request. Close this window.	
Step 7 Go back to the right side of the Oneschool homepage. Step 8 The unit you requested will appear under My Reports > My Scheduled Reports. Click. Note: it can take several minutes to appear on screen	
Step 9 Click on the name of the unit to save the zip file.	

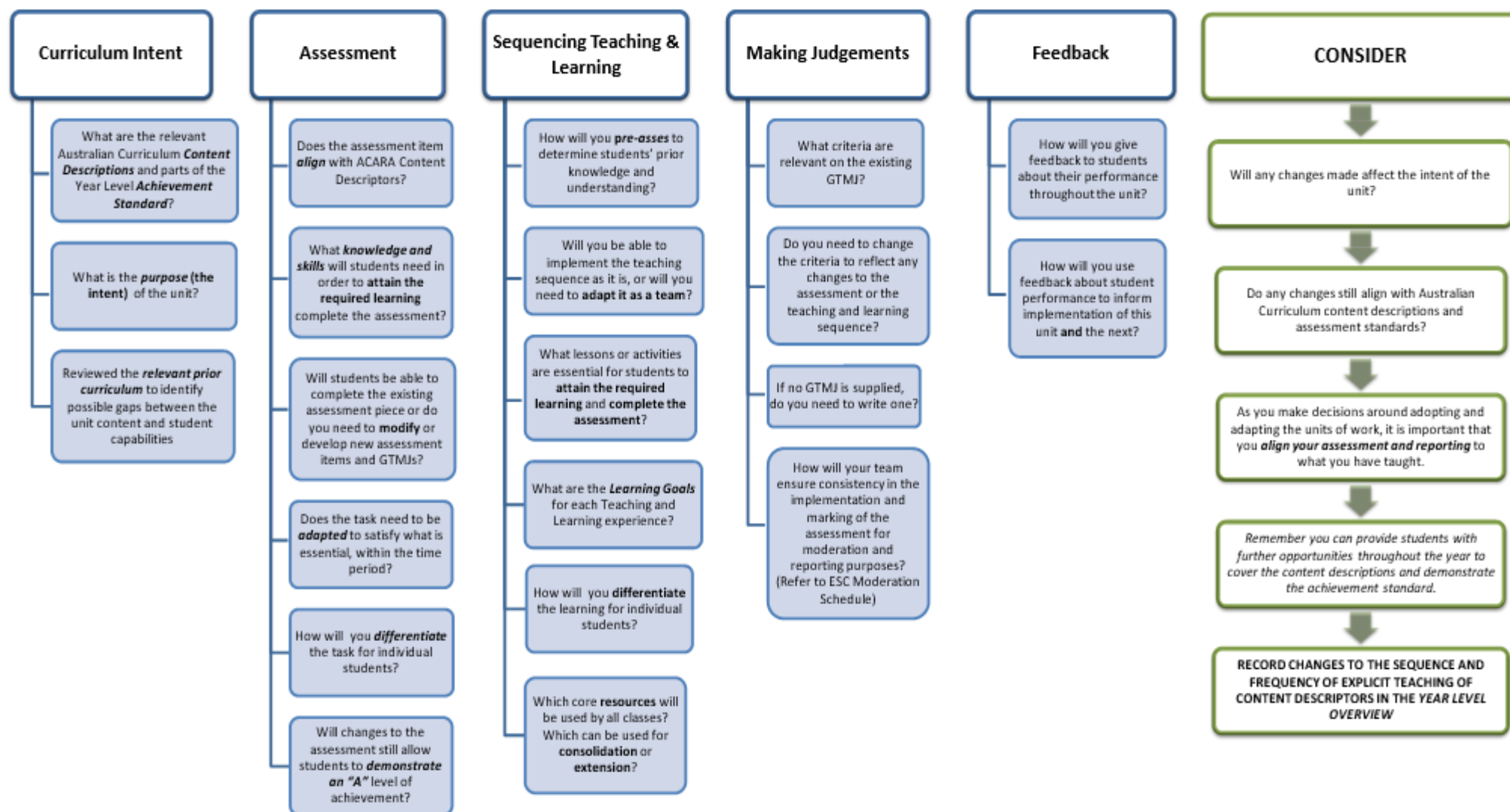
EDITING UNIT PLANS IN ONESCHOOL

Refer to **Steps 1, 2 and 3** of the downloading unit plans process to begin

Step 4 Click on the Edit icon. The Maintain Unit Plan page will open.	
Step 5 Adjust plan details including assigned teachers and year levels using the Plan Details tab	
Step 6 Add additional curriculum or pedagogy priorities (including editing of Australian Curriculum content descriptors) using the Priorities tab. Differentiation should either be added under the <i>Pedagogy</i> heading or differentiation surfboards uploaded under the <i>Attachments</i> heading.	
Step 7 Adjust your teaching sequence and plan your resource bank using the Sequence tab (use teaching sequence icon to edit content or arrows to change the order of suggested sequence).	
Step 8 Use the Assessment Planner tab to check C2C assessment items. These <u>are not to be changed</u> without first gaining the Principal's approval.	
Step 9 Use the Excursion Planner and Risk Assessment tabs to plan for excursions and link to CARAs.	
Step 10 Once finished, the Principal will approve any changes by scheduling the unit using the Class Copies tab. Notes can be made post-implementation using the Evaluation tab.	

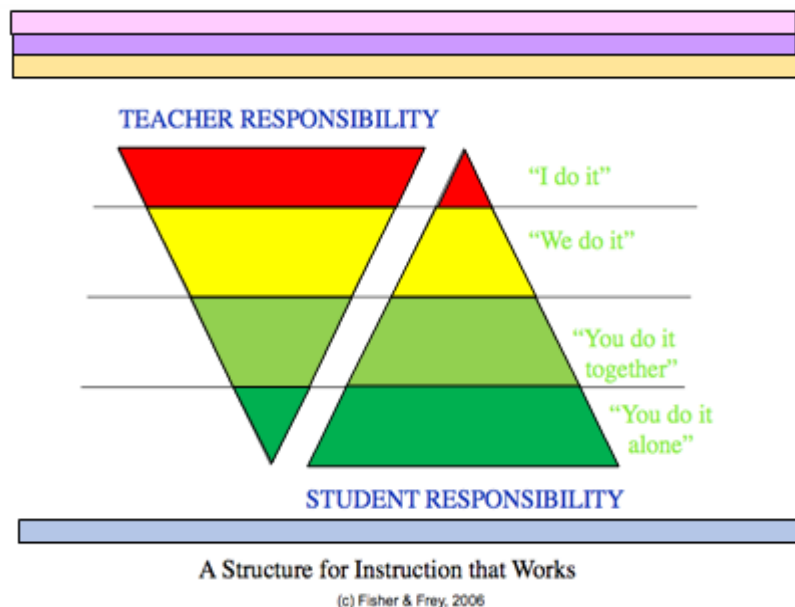
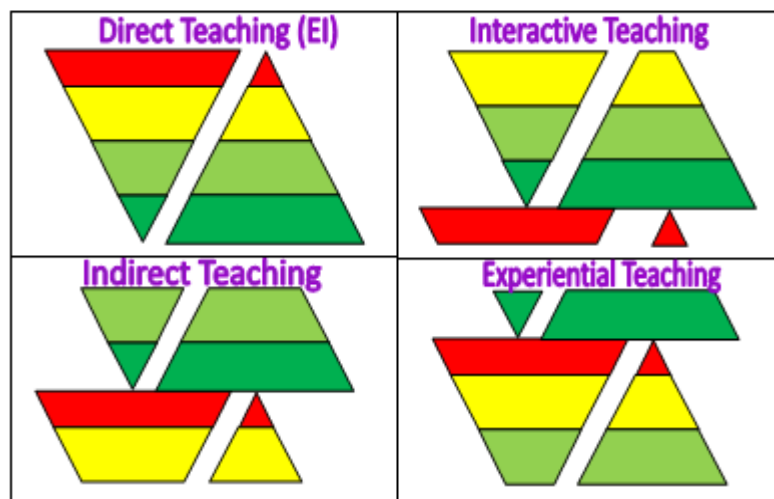
Adapting C2C Units

In alignment with Kilcummin State School's pedagogical framework and specifically the Dimensions of Teaching and Learning, teachers should consider the following when adapting C2C units;



Instructional Design at Kileummin State School

The Gradual Release of Responsibility



Fisher and Frey's (2006) Gradual Release of Responsibility model is the intersection of several theories including Piaget's (1952) work on cognitive structures and schema, Vygotsky's (1962, 1978) work on zones of proximal development, Bandura's (1965) work on attention, retention, reproduction and motivation and Wood, Burner and Ross's (1976) work on scaffolded instruction.

Planning using the Gradual Release Model

(including Explicit Instruction)

CHECKING FOR UNDERSTANDING throughout entire lesson TAPPLE: Teach Ask Pause Pick Listen Effective Feedback (echo elaborate explain)	EI Terminology		Important Facts
	Rapid Recall Routines (Warm Up)	RRR	<ul style="list-style-type: none"> Fast paced Content that has been taught Transferring knowledge from short term to long term Recite Recall Apply
	Orientation / Opening the Lesson	Lesson Intent / Learning Goal	<ul style="list-style-type: none"> W.A.L.T – We are learning to... Use clear and precise language Connected to real life Contain a main idea (concept) and measurable skills Everything you do in a lesson must relate back to the learning goal
		Success Criteria	<ul style="list-style-type: none"> W.I.L.F – What I'm looking for... Use clear and precise language Must be measurable Shows students when and what they will be accountable for from the lesson
		Tune In	<ul style="list-style-type: none"> Activate Prior Knowledge Fast paced Use known content
	Engagement / The Body of the Lesson Gradual Release	I Do	<ul style="list-style-type: none"> Demonstrate / model Be clear consistent and concise Use 'think aloud' strategies Provide examples and non-examples
		We Do	<ul style="list-style-type: none"> Provide guided or prompted practice for all students Monitor student practice by asking many questions and engaging them in focused talk Allow for multiple opportunities for students to process information Provide explicit feedback and correct misconceptions
		You Do	<ul style="list-style-type: none"> Differentiate Allow practise with minimal assistance / independently Achieve success Monitor progress
	Review / Consolidate	Review / Plough Back	<ul style="list-style-type: none"> Recap important aspects of the lesson Allow time for students to articulate learning Reflect on Lesson Intent and Success Criteria Review student understanding Explain where to now...

Explicit Instruction terminology is drawn from Archer and Hughes' (2011) work on Explicit Instruction and effective, efficient teaching.

Collegial Coaching Model for Development of Quality Teaching

Teachers at Kilcummin State School participate in an extensive, reciprocal collegial coaching program to develop quality teaching practices school wide.

Teaching quality

Develop professional knowledge

- Develop a deep understanding of the **P-12 curriculum**, assessment and reporting framework.
- Use a deep understanding of the **Australian Curriculum**, to adopt and adapt the Curriculum into the Classroom (C2C) materials to suit the school context.

Develop professional practice

- Implement a research-validated school-wide **pedagogical framework**.
- Improve students' literacy and numeracy achievement in all learning areas.
- Use peer observation, feedback, differentiated coaching and learning communities to improve teaching practices.

Develop professional engagement

- Support career and capability development using **performance development** processes.
- Use the **Australian Professional Standards for Teachers** to guide capability development.

COACHING AT KILCUMMIN STATE SCHOOL

Coaching Protocols

If you always do what you've always done, you've always got what you've always got - Henry Ford

- The focus for coaching will be on teaching practices that promote effective classroom management, productive pedagogy, maintaining high expectations and engaging lessons.
- Staff will be paired with another staff member for at least two cycles of coaching each term.
- Each pair of teachers planning reciprocal coaching will meet prior to the observation phase to undertake pre-conferencing
- After each observation, teachers will meet to debrief. During debriefing, coaches will describe what they saw in order to allow the observed teacher to reflect on his/her teaching practices
- Debriefing conversations will avoid evaluating or judging teacher practice
- Observed teacher will complete post-conference self-reflection guide for inclusion in Professional Practice Portfolio.
- Opportunities will be provided in staff meetings for sharing of effective practice.
- Coaching forms will be confidential. The original will belong to the teacher and should be filed in Professional Practice Portfolio. A copy will be required by the Principal for filing once names have been removed as a record of the undertaking of coaching processes at Kilcummin State School.
- All teaching staff (including teacher aides) will be observed at least once a term. Staff will decide which class will be observed in advance and are responsible for scheduling pre and post-conference meetings with assistance from the Principal if required.

Adapted from: [New College & Career Academy Support Network](#)

The KSS Coaching Process

Gather Data
Reflect on areas in need of development using [spider-web self-reflection audit](#) + [A/ITSL self-assessment tool](#)

Pre-conference
Outline lesson outcomes, strategies and reasoning (the WHAT, HOW and WHY)

Observation
Note examples of teacher actions, behaviours, responses, quotes, time frames

Feedback
AB/AC feedback on what the teacher said and did in order to promote self-reflection

Self-reflection
Self-evaluation using the [A/ITSL classroom practice continuum](#) with a view to improving own teaching practices

Archer's Microskills

Focus instruction on critical content	Provide an adequate range of examples and non-examples
Sequence skills logically	Provide guided and supported practice (WE DO)
Break down complex skills into smaller instructional skills	Require frequent response (Checking for Understanding)
Design organised and focused lessons	Monitor student performance closely
Begin with a clear statement of the lesson's goals (lesson intent) and your expectations (success criteria)	Provide immediate affirmation and corrective feedback
Review prior knowledge before beginning instruction	Deliver lesson at a brisk pace
Provide step-by-step demonstrations (I DO)	Provide distributed and cumulative practice (YOU DO)
Use clear and concise language	Help students organise knowledge
Lesson is reviewed and reflected upon	

Fast Feedback Form (AD)

Fast feedback forms will be used by the Principal in partial lesson observations for the sole purpose of honing data-informed, agreed upon whole-school areas in need of development.

Architectural and structural design services Inc.

Andrew & Hughes: Explicit Instruction (including microskills), Fisher & Frey (2018) The Graduated Release of Responsibility Model, The Australian Institute for Teaching and School Leadership | Classroom Practice Continuum and Self-Reflection Tool, Miel Phillips: ET – Excellence in Teaching College Coaching Framework, Trey Mattson (2014) Pedagogy Coach (CC) Region

Coaching Resources

The following resources are used to undertake collegial coaching cycles at Kilcummin State School. Coaching resources can be accessed on G: or on the Kilcummin State School team site. Coaching cards should be completed digitally or in hard copy form and returned to the coachee for inclusion in Professional Practice Portfolios.

Coaching Card (part 1) for recording of coachee's pre-conference responses

RRR: ☐ or ☐	KILCUMMIN STATE SCHOOL PRE-CONFERENCE		
Objectives	What do you want your students to know and be able to do following your lesson? KNOW: DO:		
Prior Knowledge	What will students need to already know to succeed?		
Gradual Release	What type of instruction will you use for this lesson (select one)? ☐  ☐  ☐  ☐ 		
	Why have you chosen this type of instruction?		
Check for Understanding	What strategies will you use to check for understanding throughout your lesson?		
Review	How will you ensure that students have reviewed the lesson and are informed of their next steps for learning?		
What focus areas would you like to improve?	1.	2.	3.
Ensure you email or print this page for your coach – they will record observations on the other side then following the provision of feedback, will return it to you so that you may complete the post-conference questions after your lesson.			

Coaching Card (part 2) for recording of observations:

Coach		KILCUMMIN STATE SCHOOL COACHING CARD		
RRR	Teacher	Date and Time	Learning Area	
What was the focus?	Non-negotiables: ☐ Use of RRR to move knowledge from short to long-term ☐ Use of RRR and RRR clearly identified (what and why) ☐ Student engagement observed, prior knowledge activated			
Time in	Observations of teacher: actions, behaviours, responses, questions			
6-Global Phase of Instruction	Is	<i>coach to record observations only</i>		
	Do			
	De			
	Re			
Review	☐ Checking for Understanding at every stage ☐ Lesson reviewed, assessed and/or debriefed			

Coaching Card (part 3) for recording of coachee's post-conference reflections

Feedback AB ☐ AC ☐	KILCUMMIN STATE SCHOOL POST-CONFERENCE / SELF-REFLECTION		Email for scores and email for kind comments to Sarah (sp) complete – dsal@kilcummin.qld.edu.au	
Could students answer the following about your lesson?	Did you achieve your intended objectives? How do you know?			
What are you learning?	Based on your coach's observations, is there anything you would do differently next time?			
How are you doing?	Where would you rank this lesson on the classroom practice continuum ?			
How do you know?	☐ Graduate (L1)	☐ Proficient (L2)	☐ Proficient (L3)	☐ Highly Accomplished (L4)
How can you improve?	Why?			
Where do you go for help?	What will you need to work on in order to reach the next level?			
Ensure that you retain a copy of your coaching card for your Professional Practice Portfolio				

AITSL Classroom Practice Continuum Self-reflection tool

Classroom Practice Continuum				
Professional Practice Domain Australian Professional Standards for Teachers				
Graduate	Proficient	Highly Accomplished	Lead	Expert
<p>Classroom Practice Level One</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p>	<p>Classroom Practice Level Two</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p>	<p>Classroom Practice Level Three</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p>	<p>Classroom Practice Level Four</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p>	<p>Classroom Practice Level Five</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p> <p>The teacher creates the space for the lesson, including the time and place, and the resources, including the materials and equipment, to be used in the lesson.</p>

Literacy and Numeracy Placemats

The 6 big ideas of Reading

Oral language

Phonemic Awareness

Phonics

Vocabulary

Fluency

Comprehension

Teaching Reading

Kilcummin State School

The Daily Five

The Daily Five provide a reading routine that enables explicit teaching of the CAFÉ strategies every day in every classroom.

How

What

Pre-Init

Early preparation

Mini-Init

Reading Tutor

Targeted intervention

Focused learning goals

My Reading Target

Level: _____

Words to work on: _____

Words to learn: _____

Teaching sequence informed by internal monitoring data each Semester e.g.:

Reinforced Reading

PAUSE – a PROMPT – PRAISE

Occurring in every classroom as a part of the Daily 5 conferring process.

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Kilcummin State School

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Occurring in every classroom as a part of the Daily 5 conferring process.

[illegible][illegible]



Teaching Writing

Kilcummin State School

Curriculum Intent

Feedback

Weekly Writing
Teacher to Student feedback
Student to Student feedback

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Step 7

- Plan for success
- Sizzling Starts
- Tightening Tension
- Dynamic Dialogue
- Show, Don't Tell
- Ban the Boring
- Endings with Impact

Sequencing teaching and learning

1 Do

Introduce and model strategy

We Do

Facilitate group practice of strategy

We Do

Facilitate group practice of strategy

We Do

Facilitate group practice of strategy

You Do

Independent Practice + Check for Understanding

Teaching sequence informed by internal monitoring data each Semester e.g.:

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Step 7

	Week 1	Week 2	Week 3	Week 4	Week 5
Step	Build Writing Stamina	Build Writing Stamina	Build Writing Stamina	Build Writing Stamina	Build Writing Stamina
1 & 2	Tightening Tension	Tightening Tension	Dynamic Dialogue	Dynamic Dialogue	Practice Writing Task
3 & 4	Audience + Values	Visual + Paragraphing	Punctuation + Spelling	Collection	Sentence Structure

WORK ON WRITING!

Daily writing routines

Literacy and Numeracy Placemats (continued)

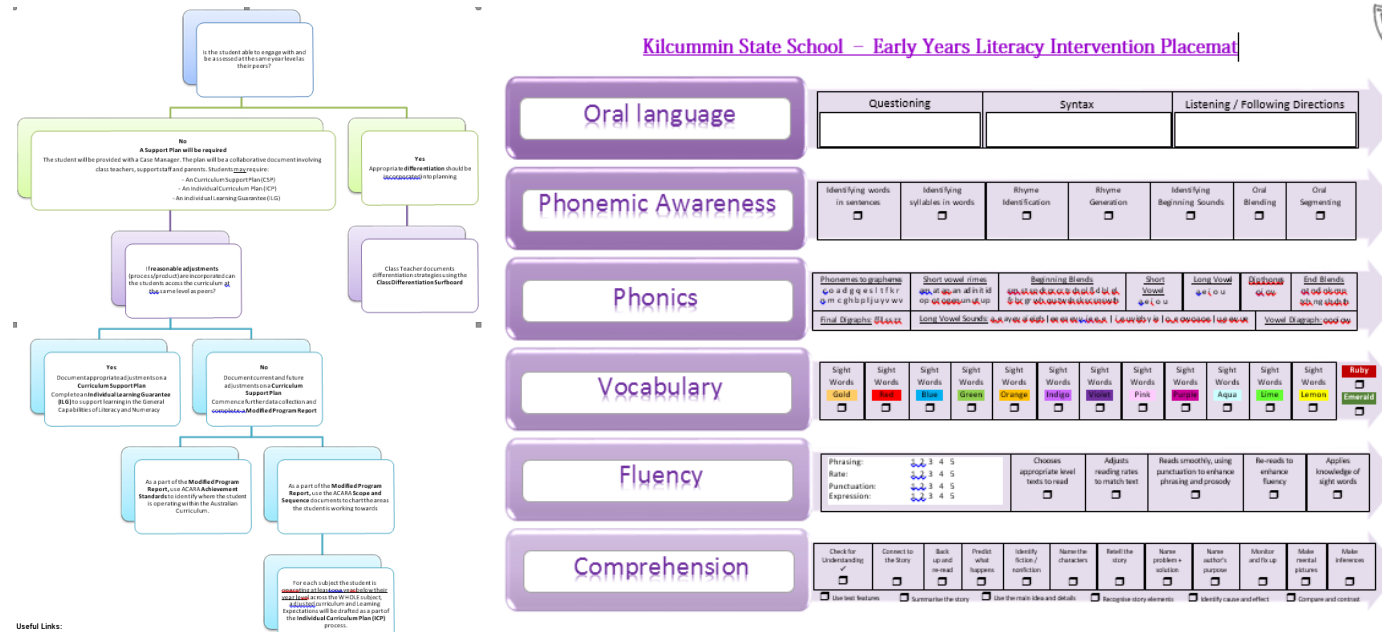
Kilcummin State School teachers commit to targeted explicit teaching of the General Capability areas of literacy and numeracy, specifically Reading, Writing, Spelling, Grammar and Punctuation and Numeracy to ensure that students develop solid foundational knowledge and bridge gaps in understanding as their learning progresses.

Consistent practices in these strands are informed by Kilcummin State School's Literacy and Numeracy placemats, outlining our school-wide approaches to learning.

Placemats can be located on the G: and also on the Kilcummin State School team site on Oneportal.

Curriculum Provision for Students with Diverse Learning Needs

Provisions are in place to provide equitable curriculum delivery to all students at Kilcummin State School including those with diverse learning needs. Further details can be found in the Kilcummin State School Learning and Wellbeing Policy, found on G: or on the Kilcummin State School team site on Oneportal.



MULTI-LIT INTERVENTION PROGRAMS

Pre-lit Pre-prep Introduction to Literacy

Offered to incoming pre-prep students the year before their arrival at KSS. Tier 3 intervention.

Mini-lit – Meeting Initial Needs in Literacy

Targeted, data-informed intervention for students in Prep, Year 1 and Year 2. Offered weekly in small group or one-on-one sessions. Tier 2 intervention.

Reading Tutor (reinforced reading + word attack)

Targeted, data-informed intervention for students in years 3-6. Offered weekly in several small group or one-on-one sessions. Tier 2 Intervention.

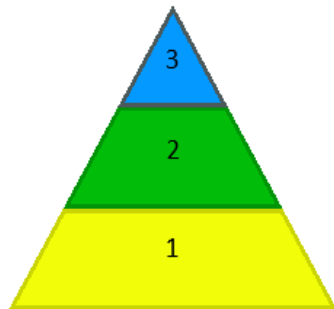
Spell-It – Spelling Intervention or Instruction

Targeted, data informed instruction or intervention for students in years 3-6. Offered weekly in several small group sessions. Tier 2 or tier 3 intervention.

Differentiation

When sequencing lessons, teachers need to always consider ways to differentiate. At Kilcummin State School, teachers use the Response to Intervention model and record practices using the Kilcummin Differentiation Surfboard. Teachers are encouraged to use multiple surfboards across subject areas and general capabilities where appropriate. Teachers differentiate across four main areas: environment, content, product and process and consider the following when documenting measures for support or extension

Our Support Model



At Kilcummin State School, we use a three tier model to identify and support students, according to their ability to access the curriculum.



Tier 1	The majority of students can access the required curriculum and achievement standards for their year level/age cohort as a result of quality whole-school planning and reasonable adjustments made to teaching, learning and assessment. These adjustments include differentiated teaching, focussed teaching, targeted intervention programs and special provisions in the conditions of assessment — as described in the Policy statement: Assessment.
Tier 2	A small number of students may require adjustments to year level expectations involving learning at a lower or higher year level for some or for all learning areas. In this case, a negotiated Curriculum Support Plan (CSP) should be developed. CSP's should be based on the curriculum specified in Section 1.1 of the P-12 curriculum, assessment and reporting framework. For these students assessment and reporting is against the achievement standard of the curriculum identified in their Curriculum Support Plan
Tier 3	For a very small percentage of students — those with significant educational support needs which require a highly individualised curriculum — the curriculum will be based on adjustments to the curriculum content and achievement standards of F (Prep)–12 for the reporting period. For these students a negotiated Individual Curriculum Plan (ICP) will document learning expectations for the reporting period. Assessment and reporting addresses the expectations documented in the individual's plan.





KILCUMMIN STATE SCHOOL

Date: _____

Class Differentiation Surfboard: _____

Class: _____

Student Names

Teacher: _____

What and How Supported

Staff

 Significant Extension Required	Students who are achieving at least 2 years above learning expectations for their year level.	ICP Required
 Some Extension Required	Students who are achieving above learning expectations for their year level.	Consider CSP
 Achieving Year Level Expectations	Students who are achieving at learning expectations for their year level.	Usual processes (ICP, surfboard) will suffice
 Support Needed	Students who are achieving below learning expectations for their year level.	Consider CSP
 Intensive Support Required	Students who are achieving at least two years below learning expectations for their year level.	ICP Required

Homework

Homework at Kilcummin State School is to be given in accordance with DET's Homework Policy. It is expected that homework is meaningful and corrected on a regular basis.

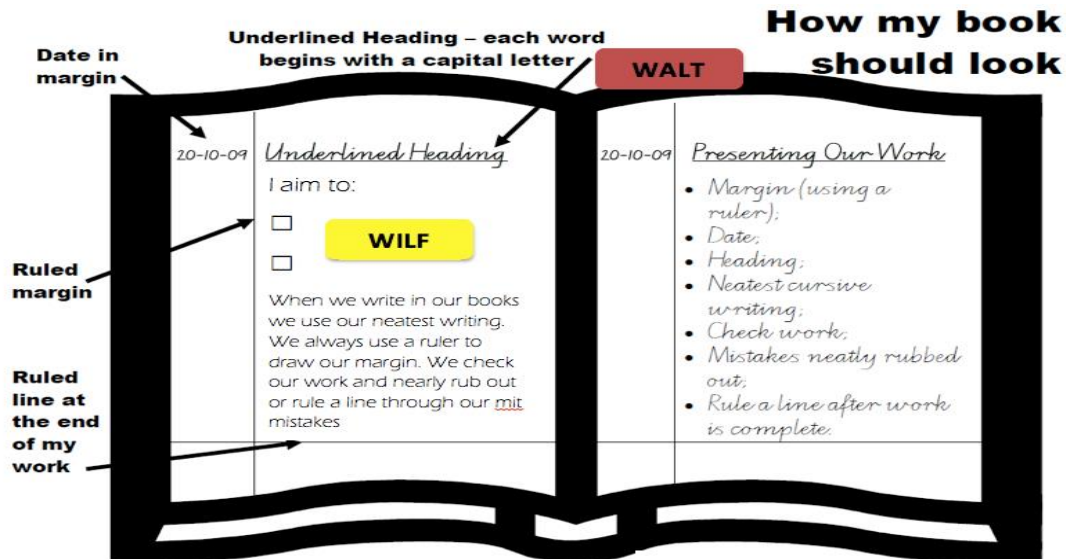
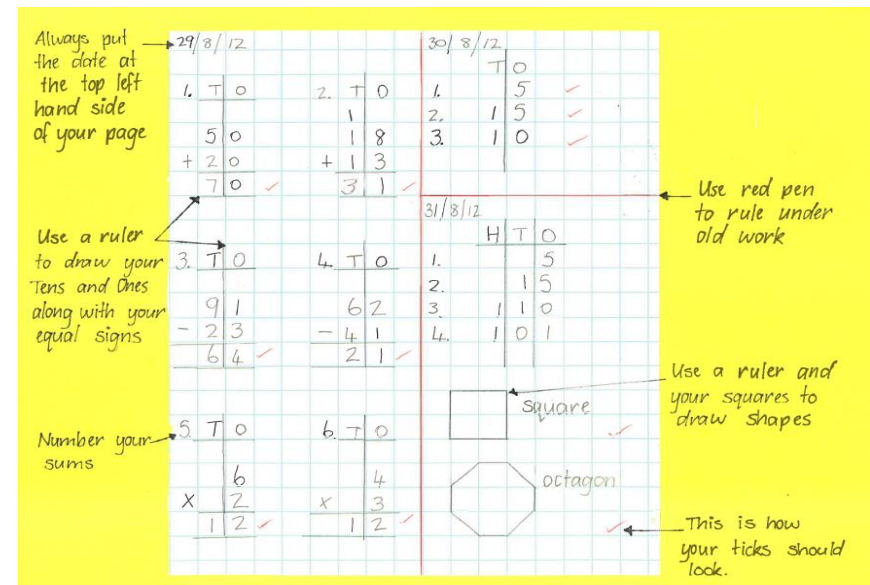
- In the Prep year, students will generally not be set homework
- Homework in Year 1, 2 and 3 could be up to but not generally more than 1 hour per week
- Homework in Year 4 and 5 could be up to but not generally more than 2-3 hours per week
- Homework in Year 6 be up to but not generally more than 3-4 hours per week

Homework tasks could include but are not limited to:

- Daily reading to, with or by parents, caregivers or other family members
- Writing for a meaningful purpose
- Mathematics is to be integrated into homework as a means of consolidating core content
- Subject co-ordinated revision, extension or consolidation of concepts learned in class

Bookwork

High standards of bookwork is expected for all year levels at Kilcummin State School. Prep and Year 1 students will be explicitly taught Queensland's Beginner's Handwriting with year 2 progressing to learning entries and exits before developing a knowledge of Queensland Cursive Handwriting. Queensland Handwriting fonts are expected to be utilised by all students up to year four at which point it is expected that students will use their foundational handwriting knowledge to develop their own, neat handwriting style. Teachers will explicitly teach students skills and routines to enable high standards of bookwork. Teachers will provide regular, purposeful feedback to students on their bookwork. Students will be expected to repeat work that is not up to standard. The following is a guide for the presentation of work at Kilcummin State School:





Kilcummin State School

Curriculum Content

Key Learning Area Overviews

English

Foundation Year	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>
Year 1	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters</p>
Year 2	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.</p> <p>Productive modes (speaking, writing and creating)</p> <p>When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.</p>

Year 3	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.</p>
Year 4	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.</p>
Year 5	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.</p>
Year 6	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.</p>

Mathematics

Foundati on Year	By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.
Year 1	<p>By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.</p> <p>Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.</p>
Year 2	<p>By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.</p> <p>Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two- dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs.</p>
Year 3	<p>By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.</p> <p>Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.</p>

Year 4	<p>By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.</p> <p>Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.</p>
Year 5	<p>By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets.</p> <p>Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.</p>
Year 6	<p>By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media.</p> <p>Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.</p>

Science

Year F	By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share observations of familiar objects and events.
Year 1	By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments. Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.
Year 2	By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives. Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.
Year 3	By the end of Year 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives. Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas.
Year 4	By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They use contact and non-contact forces to describe interactions between objects. They discuss how natural and human processes cause changes to the Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to ask questions and make predictions. They describe situations where science understanding can influence their own and others' actions. Students follow instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations. They discuss ways to conduct investigations and safely use equipment to make and record observations. They use provided tables and simple column graphs to organise their data and identify patterns in data. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why their methods were fair or not. They complete simple reports to communicate their methods and findings.
Year 5	By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns. They use patterns in their data to suggest explanations and refer to data when they report findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.
Year 6	By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity. They explain how natural events cause rapid change to the Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.

History

Year F	By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated. Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.
Year 1	By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance. Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.
Year 2	By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community. Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.
Year 3	By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present. Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.
Year 4	By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change. Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.
Year 5	By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change. Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop , organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.
Year 6	By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group. Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Geography

Year F	<p>By the end Foundation Year, students describe the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.</p> <p>Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.</p>
Year 1	<p>By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.</p> <p>Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.</p>
Year 2	<p>By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people.</p> <p>Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.</p>
Year 3	<p>By the end of Year 3, students describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify interconnections between people and places. They describe the location of selected countries and the distribution of features of places. Students recognise that people have different perceptions of places and how this influences views on the protection of places.</p> <p>Students pose simple geographical questions and collect information from different sources to answer these questions. They represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They suggest action in response to a geographical challenge.</p>
Year 4	<p>By the end of Year 4, students describe and compare the characteristics of places in different locations at the national scale. They identify and describe the interconnections between people and the environment. They describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places. Students recognise the importance of the environment and identify different views on how to respond to a geographical challenge.</p> <p>Students develop geographical questions to investigate and collect and record information and data from different sources to answer these questions. They represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using simple grid references, compass direction and distance. Students interpret data to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.</p>

Year 5	<p>By the end of Year 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments. They identify alternative views on how to respond to a geographical challenge and propose a response.</p> <p>Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed action.</p>
Year 6	<p>By the end of Year 6, students explain the characteristics of diverse places in different locations at different scales from local to global. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people. They describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena. They identify and describe alternative views on how to respond to a geographical challenge and propose a response.</p> <p>Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal.</p>

Economics and Business

Year 5	<p>By the end of Year 5, students distinguish between needs and wants and recognise that choices need to be made when allocating resources. They recognise that consumer choices are influenced by a range of factors. Students identify individual strategies that can be used to make informed consumer and financial choices.</p> <p>Students develop questions about an economics or business issue or event, and use data and information from different sources to answer them. They identify a response to an issue and apply economics and business skills to everyday problems. Students present their findings using economics and business terms.</p>
Year 6	<p>By the end of Year 6, students recognise why choices about the allocation of resources involve trade-offs. They describe the effects of consumer and financial decisions on themselves, others and the environment. Students identify the purpose of business and recognise the different ways that businesses choose to provide goods and services.</p> <p>When researching, students develop questions and gather and sort data and information from different sources to investigate an economic or business issue. They identify the advantages and disadvantages of a proposed response to an issue and apply economics and business knowledge and skills to everyday problems. Students present their findings using appropriate texts and economics and business terms and identify the possible effects of their decisions.</p>

Civics and Citizenship

Year 3	<p>By the end of Year 3, students explain how decisions can be made democratically. They recognise the importance of rules. They describe how people participate in their community as active citizens.</p> <p>Students pose questions about the society in which they live. They share their views on an issue. They present their ideas and opinions using civics and citizenship terms.</p>
Year 4	<p>By the end of Year 4, students explain the role of local government and distinguish between rules and laws. They describe factors that shape a person's identity and sense of belonging.</p> <p>Students pose questions about the society in which they live and use information to answer them. They suggest solutions to an identified issue. They develop and present their ideas and opinions on an issue using civics and citizenship terms.</p>
Year 5	<p>By the end of Year 6, students explain the purpose of key institutions and levels of government in Australia's democracy. They describe the role of parliaments in creating law. Students explain what it means to be an Australian citizen and how people can participate as global citizens.</p> <p>When researching, students develop questions and gather and analyse information from different sources to investigate the society in which they live. When planning for action, they identify different points of view and solutions to an issue. Students develop and present their ideas and viewpoints using appropriate texts and civics and citizenship terms and concepts. They identify the ways they can participate as citizens in the school.</p>
Year 6	<p>By the end of Year 6, students explain the purpose of key institutions and levels of government in Australia's democracy. They describe the role of parliaments in creating law. Students explain what it means to be an Australian citizen and how people can participate as global citizens.</p> <p>When researching, students develop questions and gather and analyse information from different sources to investigate the society in which they live. When planning for action, they identify different points of view and solutions to an issue. Students develop and present their ideas and viewpoints using appropriate texts and civics and citizenship terms and concepts. They identify the ways they can participate as citizens in the school.</p>

Digital Technologies

F-2	By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems and share information in safe online environments.
3-4	By the end of Year 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways. Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.
5-6	By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.

Design and Technologies

F-2	By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts. With guidance students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps students demonstrate safe use of tools and equipment when producing designed solutions.
3-4	By the end of Year 4 students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.
5-6	By the end of Year 6 students describe some competing considerations in the design of products, services and environments taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

The Arts

Dance

F-2	By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.
3-4	By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending upon the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.
5-6	By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.

Drama

F-2	By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.
3-4	By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.
5-6	By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences

Media Arts

F-2	By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.
3-4	By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.
5-6	By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places. Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.

Visual Arts

F-2	By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.
3-4	By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.
5-6	By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.

Music

F-2	By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.
3-4	By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing playing instruments with accurate pitch, rhythm and expression.
5-6	By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

Health and Physical Education

QCAA Essential Learnings to transition to Australian Curriculum in 2016

QCAA – Queensland Curriculum

F-6	<p>Students use their enthusiasm for physical activity and curiosity about how the human body works, relationships and feelings to explore their health and wellbeing. They develop an understanding that health is influenced by simple everyday actions of people, and by environments. They see the place of health, physical activity and personal development in people's work and community lives.</p> <p><i>Refer to Queensland Essential Learnings: Ways of Working and Knowledge and Understanding for year junctures: 3, 5, 7</i></p>
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Australian Curriculum

F	<p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They recognise actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement. Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p>
1-2	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities. They recognise how emotional responses impact on others' feelings. They examine messages related to health decisions and describe actions that help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.</p>
3-4	<p>By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity. Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>
5-6	<p>By the end of Year 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity supports community wellbeing and cultural understanding. Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.</p>

Languages Other Than English (LOTE) - Japanese

QCAA Essential Learnings to transition to Australian Curriculum: Languages (Japanese) in 2016

QCAA – Queensland Curriculum

F-6

Students use their existing understandings of the target language and cultures to further explore societal views and norms, and how these are enacted in the functions, conventions and patterns of each language. They develop their repertoire of process skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the target language. They recognise the importance in contemporary society of learning additional languages and using intercultural skills. Students learning Asian, European and other languages expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture. Students learning Indigenous languages also understand that Australian languages and cultures are diverse and are inclusive of Aboriginal languages and cultures, Torres Strait Islander languages and cultures, and their associated creoles and dialects, including Aboriginal Englishes. Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They explore a range of text types in the target language, noticing how communication needs and contextual challenges are responded to for different purposes and audiences, and they communicate in a range of controlled contexts on known topics, collaborating with peers. They reflect on their learning and language choices in relation to purpose, context and audience. Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate in the target language. *Refer to Queensland Essential Learnings: Ways of Working and Knowledge and Understanding for year junctures: 3, 5, 7*

By the end of Year 2, students interact with the teacher and peers through play- and action-related language. They use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells, for example, おはようございます、おはよう、こんにちは、さようなら、また、あした, thanking and apologising, and giving and receiving, for example, どうぞ、どうも. They use visual, non-verbal and contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts. When listening to simple repetitive spoken texts, they [identify](#) key words such as names or numbers of objects or people, and [demonstrate](#) comprehension by actions, drawing or labelling. They [respond](#) to instructions through actions, for example, きいて ください。みて ください。 , and [respond](#) to questions, for example, だれなに どこ with single words and set phrases and by selecting images or objects, for example, いぬ ですか。ねこ ですか。 . They present information about themselves, their family, friends and favourite things at word and simple sentence level, using formulaic and modelled language. They [describe](#) people and objects using adjectives to indicate colour, shape and size, for example, あかい りんご、おおきい、まるい. They indicate ownership by using, for example, だれ の ですか。わたし/ぼく の です。 They mimic Japanese pronunciation, intonation and rhythm through shared reading and singing. Students [recognise](#) and begin to write single *kanji*, such as 人, 木, 山, 川, 月, 日, 一, 二, 三, the 46 *hiragana* symbols, and some *hiragana* words such as くち、ねこ、あお、しかく. They [demonstrate](#) understanding of *hiragana* as well as *kanji* by actions such as matching, labelling and sorting. They translate and [interpret](#) examples of everyday Japanese language use and cultural behaviours such as the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours. Students [identify](#) the three different scripts in Japanese, *hiragana*, *kanji* and *katakana*. They [understand](#) that *hiragana* represents the basic units of Japanese sound and [apply](#) that knowledge in their communication. They know that *kanji* represents meaning as well as sounds, and that *katakana* is used for borrowed words. They know that stroke order in writing characters is important. Students [identify](#) patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order in greetings, such as Smith せんせい、 and in simple sentences, such as おりがみ が すき です。ぞう は おおきい です。 . They provide examples of different ways of addressing friends, family and teachers or other adults. They use pronouns, such as わたし/ぼく , and titles/suffixes, such as ～せんせい/～さん/～くん, to address different people. They [identify](#) Japanese words that are often used in English-speaking contexts, for example, ‘sushi’, ‘origami’ and ‘karate’. They give examples of Japanese words and phrases that have been borrowed from other languages, such as ピンク、テレビ、パン. They [identify](#) similarities and differences between Japanese and their own languages and cultures.

By the end of Year 4, students interact with the teacher and peers in regular classroom routines and structured interactions. They [understand](#) and [respond](#) to instructions related to classroom organisation and activities, for example, ペア になっ てください。大きい こえ で いっ てください。 . They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another, for example, がんばっ てる。 They use language spontaneously in simple familiar communicative exchanges, for example, やっ ったー！ だいじょうぶ？ . They [respond](#) to simple questions using short spoken statements, for example, いっ ます か。なに が すき ます か。 . They use counter classifiers in response to questions such as なん にん 、なん がっ 月、なんじ、なんさい。 Students [identify](#) specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips. They use cues such as context, visual images and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists. They [describe](#) people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます、ましよう、ました and ませ ん。 They read and write the 46 hiragana, including long vowels (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example, きょう、でしやう), as well as high-frequency kanji such as 月、日、先生。 They [apply](#) word order (subject–object–verb) in simple sentences. They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language. They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily. Students [identify](#) examples of cultural differences between ways of communicating in Japanese and in their own language(s). Students [identify](#) both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning. They [identify](#) ways in which rhythm is used to chunk phrases within a sentence. Students use the hiragana chart to support their reading and writing, recognising its systematic nature. They [demonstrate](#) awareness of the predictable nature of pronunciation. They know the role of particles, for example, は、を、と、も、に; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か。 They [understand](#) and use the rules and phonetic changes that [apply](#) to counter classifiers, for example, はっ さい、ひとり、ふたり。 They [identify](#) language variations that occur according to the age and relationship of participants, and according to the situation, for example, なまえ/ おなまえ、はし/ おは し。 They [demonstrate](#) their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning. Students [identify](#) ways in which Japanese language reflects ways of behaving and thinking.

By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as *まい日*、*ときどき*. They ask and [respond](#) to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as *そして*、*それから*. They show concern for and interest in others by making enquiries such as *だいじょうぶ？*, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency

kanji, for example, ^{いぬ}犬, ^{あめ}小さい雨. Students [locate](#) specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, *やさしい人*です. They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, *へ*、*で*、*を*、*が* and prepositions, for example, *の* ^{うえ}上に, and [apply](#) the rules of punctuation when writing. They [describe](#) and recount events and experiences in time, for example, adjective *です*. noun *です/でした*. and present/past/negative verb forms, for example, *のみます*、*たべます*、^み*見ました*、*いきません*. They use counter classifiers in response to questions such as *いくら* *です* *か*。 *なんびき？* *なんこ？*. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures. Students [understand](#) and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as *を*、*へ*、*は*, and *です*. They [understand](#) and [apply](#) the rules and phonetic changes related to counter classifiers, such as *さんぜんえん*、*いっこ*、*はっぴき*. They [apply](#) their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They [identify](#) words from other languages used in Japanese, such as *パソコン*、*メール*、*パスタ*, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students [identify](#) behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, *じょうず* *です* *ね*。 *いいえ*。 .

Balance and Coverage of Cross-Curriculum Priorities / General Capabilities

[illegible]



Kilcummin State School

Assessment

Whole School Assessment Plan

DET requirements for assessment are specified in the *P-12 curriculum, assessment and reporting framework* Section 2; with further detail provided in the *Policy statement: assessment*. Assessment the purposeful, systematic and ongoing collection of information that is used as evidence in making reliable and consistent judgements about student learning and in reporting to parents.

The primary purpose of assessment is to improve student learning.

Assessment is used to promote learning through timely feedback that informs future teaching and learning and build students' confidence in their ability to learn. Systems, principals, teachers, students and parents all use assessment information to support improvements in student learning. The whole-school curriculum, assessment and reporting plan provides an overview across all year levels and learning areas of:

- The purpose of assessment
- When assessment will take place
- The amount and timing of assessment
- Processes for achieving consistency of teacher judgement

		Term 1	Term 2	Term 3	Term 4
P-6 Assessment and Reporting Calendar	Monitoring	<ul style="list-style-type: none"> Write 2 Spell PM Benchmark Magic 100 words CQ Maths Test Phonics 	NAPLAN Assessment <ul style="list-style-type: none"> Write 2 Spell PM Benchmark Magic 100 words CQ Maths Test Phonics 	<ul style="list-style-type: none"> Write 2 Spell PM Benchmark Magic 100 words CQ Maths Test Phonics 	NAPLAN Reporting <ul style="list-style-type: none"> Write 2 Spell PM Benchmark Magic 100 words CQ Maths Test Phonics
	Formative	<ul style="list-style-type: none"> Informal PROBE Sight words CQ Maths Test Practice NAPLAN writing 	<ul style="list-style-type: none"> Sightwords Informal PROBE CQ Maths Test PAT Testing (SPG, Sci, Mat, Read) 	<ul style="list-style-type: none"> Informal PROBE Sight words CQ Maths Test Practice NAPLAN Test 	<ul style="list-style-type: none"> Sightwords Informal PROBE CQ Maths Test Practice NAPLAN test (+ yr 2)
	Summative	<ul style="list-style-type: none"> Work samples, observations Writing Samples Weekly Spelling Test Mathletics 	<ul style="list-style-type: none"> Work samples, observations Writing Samples Weekly Spelling Test Mathletics 	<ul style="list-style-type: none"> Work samples, observations Writing Samples Weekly Spelling Test Mathletics 	<ul style="list-style-type: none"> Work samples, observations Writing Samples Weekly Spelling Test Mathletics
	Reporting	<ul style="list-style-type: none"> C2C Summative <ul style="list-style-type: none"> English Maths Science History / Geography Civics / Business Technology The Arts LOTE (years 3-6 only) Music HPE 	<ul style="list-style-type: none"> C2C Summative Assessment <ul style="list-style-type: none"> English Maths Science History / Geography Civics / Business Technology The Arts LOTE (years 3-6 only) Music HPE 	<ul style="list-style-type: none"> C2C Summative <ul style="list-style-type: none"> English Maths Science History / Geography Civics / Business Technology The Arts LOTE (years 3-6 only) Music HPE 	<ul style="list-style-type: none"> C2C Summative Assessment <ul style="list-style-type: none"> English Maths Science History / Geography Civics / Business Technology The Arts LOTE (years 3-6 only) Music HPE
		<ul style="list-style-type: none"> Learning Goal Conversations with Parents at the beginning of the term. 	<ul style="list-style-type: none"> Learning Goal Conversations End of Semester 1 Reporting <ul style="list-style-type: none"> All KLAs + Behaviour and Effort Comments included 	<ul style="list-style-type: none"> Learning Goal Conversations with Parents at the beginning of the term. 	<ul style="list-style-type: none"> Learning Goal Conversations End of Semester 2 Reporting <ul style="list-style-type: none"> All KLAs + Behaviour and Effort Comments included

Assessment Purposes

The main purposes of assessment are to:

- Promote assist and improve teaching and learning
- Help students to achieve the highest standards they can
- Provide parents / carers with meaningful information on students' achievements and information for reporting and certification

Teachers use assessment that is designed to meet three broad purposes:

Assessment <u>for</u> 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	Diagnostic assessment
Assessment <u>as</u> learning	Enables students to reflect on and monitor their own progress to inform their future learning goals	Formative assessment
Assessment <u>of</u> 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 each year level	Summative assessment

Data Collection Schedule

Formative / Diagnostic Assessment

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Term 1	1	26 Australia Day Holiday	27	28	29	30 Day 4 Enrolment Collection
	2	3	4	5	6	Day 8 Enrolment Collection
	3	9	10 P-6 Sightword Testing	11 P-6 Sightword Testing	12 P-6 Sightword Testing	13
	4	16	17	18	19	20 NAPLAN Practice Test
	5	23	24	25	26	27
	6	2	3	4	5	6
	7	9	10	11	12	13
	8	16	17 P-6 Sightword Testing	18 P-6 Sightword Testing	19 P-6 Sightword Testing	20
	9	23	24	25	26	27 X Country
	10	30 P-6 PM / PROBE Writing Intensive GRG	31 P-6 PM / PROBE Writing Intensive GRG	1 P-6 PM / PROBE Writing Intensive GRG	2 CQ Benchmark Test	3 Good Friday
Term 2	1	20	21	22	23	24
	2	27 Reading Intensive	28 Reading Intensive	29 Reading Intensive	30	1
	3	4	5 P-2 Sightword Testing	6 P-2 Sightword Testing	7 P-2 Sightword Testing	8
	4	11	12 3,5 NAPLAN	13 3,5 NAPLAN	14 3,5 NAPLAN	15 P-2 Phonics Assessment
	5	18 P-2 PM / PROBE	19	20 P-2 PM / PROBE	21 P-6 PM / PROBE	22
	6	25	26	27	28	29
	7	1	2	3	4	5
	8	8 Queen's Birthday Holiday	9	10 P-2 Sightword Testing	11 P-2 Sightword Testing	12
	9	15	16	17	18 P-2 Phonics Assessment	19
	10	22 P-6 PM / PROBE PAT-B Test	23 P-6 PM / PROBE PAT-SFG Test	24 P-6 PM / PROBE PAT-M Test	25 P-6 PM / PROBE CQ Benchmark	26 Report Cards sent home
Term 3	1	13	14	15	16	17 Winchester
	2	20	21	22	23	24
	3	27	28 P-6 Sightword Testing	29 P-6 Sightword Testing	30 P-6 Sightword Testing	31
	4	3	4	5	6 P-2 Phonics Assessment	7 NAPLAN Practice Test
	5	10 P-6 PM / PROBE	11 P-6 PM / PROBE	12 P-6 PM / PROBE	13 P-6 PM / PROBE	14
	6	17	18	19	20	21
	7	24	25	26	27	28
	8	31	1 P-6 Sightword Testing	2 P-6 Sightword Testing	3 P-6 Sightword Testing	4
	9	7	8	9	10 P-2 Phonics Assessment	11
	10	14 P-6 PM / PROBE	15 P-6 PM / PROBE	16 P-6 PM / PROBE	17 CQ Benchmark	18
Term 4	1	5 Labour Day Holiday	6	7	8	9
	2	12	13	14	15	16
	3	19 Student Free Day	20 P-6 Sightword Testing	21 P-6 Sightword Testing	22 P-6 Sightword Testing	23 P-6 Sleep Over
	4	26	27	28	29 P-2 Phonics Assessment	30
	5	2 P-6 PM / PROBE	3 P-6 PM / PROBE	4 P-6 PM / PROBE	5 P-6 PM / PROBE	6
	6	9	10	11	12	13
	7	16	17	18	19	20
	8	23 NAPLAN Practice Test	24 P-6 Sightword Testing	25 P-6 Sightword Testing	26 P-6 Sightword Testing	27
	9	30 P-6 PM / PROBE	1 P-6 PM / PROBE	2 P-6 PM / PROBE	3 P-2 Phonics Assessment	4
	10	7 CQ Benchmark	8	9	10 Report Cards sent home	11

NAPLAN Summative Phonics Diagnostic NAPLAN Practice PAT Testing CQ Benchmark PM/PROBE Sightword Testing

Summative Assessment

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Term 1	1	26 Australia Day Holiday	27	28	29	30 Day 4 Enrolment Collection
	2	3	4	5	6	Day 8 Enrolment Collection
	3	9	10	11	12	13 Choices and Citizenship Portfolios
	4	16	17	18	19	20 Maths: Bag Sort
	5	23	24 Maths: Digging into Data Maths: Data Deciders	25	26	27 Art Workshop
	6	2	3	4	5	6 Maths: Adding and subtracting
	7	9	10	11	12	13 Maths: Number Crunch
	8	16	17	18	19	20 Maths: My favourite tree monster
	9	23	24	25	26	27 Maths: What are the chances?
	10	30	31	1	2	3 Good Friday
Term 2	1	21 Easter Monday Holiday	22	23	24	25 Maths: shape stories
	2	28	29	30	1	2
	3	5	6	7	8	9
	4	12	13	14	15	16
	5	19	20	21	22	23
	6	26	27	28	29	30
	7	2	3	4	5	6
	8	9	10	11	12	13
	9	16	17	18	19	20
	10	23	24	25	26	27 Report Cards sent home
Term 3	1	14	15	16	17	18
	2	21	22	23	24	25
	3	28	29	30	31	1
	4	4	5	6	7	8
	5	11	12	13	14	15
	6	18	19	20	21	22
	7	25	26	27	28	29
	8	1	2	3	4	5
	9	8	9	10	11	12
	10	15	16	17	18	19
Term 4	1	5 Labour Day Holiday	6	7	8	9
	2	12	13	14	15	16
	3	19	20	21	22	23
	4	26	27	28	29	30
	5	2 P-6 PM / PROBE	3 P-6 PM / PROBE	4 P-6 PM / PROBE	5 P-6 PM / PROBE	6
	6	9	10	11	12	13
	7	16	17	18	19	20
	8	23 NAPLAN Practice Test	24 P-6 Sightword Testing	25 P-6 Sightword Testing	26 P-6 Sightword Testing	27
	9	30 P-6 PM / PROBE	1 P-6 PM / PROBE	2 P-6 PM / PROBE	3 P-2 Phonics Assessment	4
	10	7 CQ Benchmark	8	9	10 Report Cards sent home	11

Prep Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 P-2

Teachers at Kilcummin State School use the Data Collection Schedule to guide assessment for and of learning.

Alignment of Teaching, Learning, Assessment and Reporting

Teachers at Kilcummin State School utilise C2C assessment items unless explicit approval for a change to an assessment task is obtained from the Principal. This ensures alignment between the teaching of the Australian Curriculum, assessment practices and reporting to students, parents/carers and other teachers. Alignment is integral to the development and maintenance of a high-quality education system that caters for a diverse range of students and schools. To produce the best learning outcomes for students, alignment means that;

- What is taught (curriculum) must inform how it is taught (pedagogy), how students are assessed (assessment) and how the learning is reported (reporting).
- What is assessed must directly relate to what students have had an opportunity to learn.
- What is reported to students, parents/carers and other teachers must align with what has been learnt from the intended curriculum and assessed.

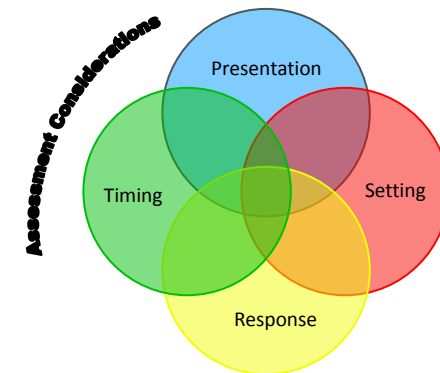
Special Provisions in the Conditions of Assessment

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
- Are not adjustments to the standards on which student work is judged
- Do not involve compensating for what the student does not know or cannot do
- Are applied consistently across the school



Use of Marking Guides

Marking Guides or *Guides to Making Judgements*, 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 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

A Collection of Evidence or Folio of Student Work

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. All summative assessment is to be accompanied by a Kilcummin State School Task Sheet to allow for clear communication of task requirements and ease of provision of feedback. Assessment is collated in Student Profile Folders (sent home at the end of the year) with items indicative of cumulative progress kept for Kilcummin State School Student Achievement Portfolio which are updated annually and provide a holistic overview of achievement throughout a student's schooling career at Kilcummin State School.

	KILCUMMIN STATE SCHOOL Student Achievement Portfolio
Student's Name: #####	EQ ID: 91629726391

Report Card Data

		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Year	2008	2009	2010	2011	2012	2013	2014
ENGLISH	Semester 1	-	SA	SA	HA	B	B	A
	Semester 2	-	SA	SA	HA	B	B	A
MATHS	Semester 1	-	HA	SA	HA	B	B	A
	Semester 2	-	HA	SA	HA	A	B	B
SCIENCE	Semester 1	-	SA	HA	HA	B	B	A
	Semester 2	-	HA	SA	HA	B	B	B
HITGOED (HIDE 2008-2013)	Semester 1	-	SA	SA	HA	B	B/B	B
	Semester 2	-	HA	SA	SA	B	C/B	A

Internal Monitoring

		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PMI PROBE	Level at End of Year	-	-	-	-	-	-	Set 16
	Benchmark	PM 10	PM 18	PM 26	PROBE 6	PROBE 8	PROBE 10	PROBE 13
CO Maths	% at End of Year	-	-	-	-	-	-	N
	Benchmark	80% or higher						
Spelling	Level at End of Year	-	-	-	-	-	-	Spelling Mastery F
	Benchmark	-	W2S 1	W2S 2	C	D	E	F
Sight words	Level at End of Year	-	-	-	-	-	-	N
	Benchmark	100	200	300	400	500	500+	500+

Attendance

		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Percentage	Year %	-	-	-	-	94%	91%	90%
	Benchmark	91%	91%	91%	91%	91%	91%	91%

IN THIS FOLDER:

- > Copy of C2C Writing Task
- > Latest CQ Benchmark Test
- > Daily 5 Conferencing Summary
- > Latest PM/PROBE test
- > Latest Spelling Test
- > Latest PAT-SPQ Test
- > Latest PAT Science Test
- > Sight word Checklist
- > Year Level Summary



KILCUMMIN STATE SCHOOL

YEAR 5 / MATHS

Assessment Task : Collection of work: Australian Nation

Teacher name: Ms Finlayson

Date of issue:
23rd March, 2015 (week 8)

Due date:
23rd March, 2015 (week 8)

Task description:

Part A – Operations and problems with whole numbers
Part B - Fractions

Summary of results:

Learning Area	Result
Understanding and Fluency	
Problem Solving and Reasoning	
Overall Result	

Task Conditions:

- All work must be your own
- All work must be completed in class

Teacher Feedback:

Student name: _____

I declare:

- I have done my own work;
- I have not copied from someone else;
- I have tried my best.

Student signature: _____

Teachers are required to create a task sheet for all summative assessment pieces as well as Central Queensland Benchmarking tests. Task sheets should be used to:

- Indicate the purpose and requirements of the assessment task in language accessible to the student
- Indicate due dates for the assessment task
- Provide a clear indication of achievement and deliver feedback to the student
- Task sheets should be used as a replacement for or in addition to C2C cover sheets.
- Guide to Making Judgements sheets should be attached to the task sheet for student perusal and reference
- Modification of assessment tasks should only be completed upon consulting the Principal
- The Task Sheet Template can be found at G:> Coredata> Common> Curriculum> Assessment> Task Sheets

Data Collection and Analysis

Data is to be collected according to the Kilcummin State School Assessment Schedule (below) and Data Collection schedule, recorded in Kilcummin State School Mark Books and analysed through the process of data conversations and use of target walls in order to target further teaching and learning.

Data Analysis

At Kilcummin State School, teachers are committed to the frequent analysis of school-based and external data in order to identify trends and areas requiring increased attention. Analysis of data should inform curriculum-based decisions, allocation of resources including teacher aide time and teaching strategies. Time will be made available in staff meetings each term to discuss trends in data and adjust planning accordingly. It is an expectation that Mark Books are maintained and updated upon completion of each assessment task.

Using information recorded in Mark Books and on Profile Sheets, discussions will be held each term to monitor the progress of students, compare their results to school and regional benchmarks and develop strategies to assist those who are not meeting expectations. Furthermore, the Kilcummin Mark Book will act as a platform upon which to discuss Learning Goals with students and parents at quarterly Learning Goal Conversations. Teachers are further encouraged to utilise the 'dashboard' application on Oneschool to compare the achievement data of their students. They are encouraged to communicate findings from regular data analysis with students' parents in order to develop collaborative strategies for improvement.

Mark Books

The Kilcummin State School Mark Book explicitly outlines all assessment to be conducted, when assessment should occur and subsequently, exactly what should be recorded by teachers in each instance. Teachers must record an A-E achievement grade for each column of a Guide to Making Judgments for all C2C assessment tasks as well as the skill assessed in the column heading. Teachers must record results of periodic internal monitoring assessment and behaviour, effort and attendance record each term. Teachers are to record a single Achievement grade for all QCAR subjects each term. Results in the mark book are used to formulate learning goals each term.

NAPLAN Practice Tests

Students will undertake full, simulated NAPLAN tests routinely throughout the year. Students will sit the Writing, Language Conventions, Numeracy and Reading tests in Week 4 each term in accordance with the Data Collection Schedule.

Practice Test schedule (not including writing):

YEAR	2015	2016	2017	2018	2019	2020
TEST	2014	2015	2016	2017	2018	2019

Teachers should include a minimum of one focused literacy lesson and one focused numeracy lesson in their weekly planning. Lessons should:

- Use explicit instruction to revisit key areas of need
- Be based on item analysis of student NAPLAN data
- Employ a system for differentiated practice of key literacy and numeracy concepts

Kilcummin State Schools supports the involvement of parents in preparing students for external assessments such as the NAPLAN tests. The school will facilitate this involvement at the discretion of the classroom teacher.

Data Collection and Analysis

Translates to →
unique targets and learning goals

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KILCUMMIN STATE SCHOOL BENCHMARKS - 2015											
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6					
Prep	1	2	3	4	5	6					
Year 1	7	8	9	10	11	12					
Year 2	13	14	15	16	17	18					
Year 3	19	20	21	22	23	24					
Year 4	25	26	27	28	29	30					
Year 5	31	32	33	34	35	36					
Year 6	37	38	39	40	41	42					

Clearly defined whole-school benchmarks

English	Maths	Science	History	Reading	G&P	Spelling	Writing	Maths
Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
Year 2	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
Year 3	Year 3	Year 3	Year 3	Year 3	Year 3	Year 3	Year 3	Year 3
Year 4	Year 4	Year 4	Year 4	Year 4	Year 4	Year 4	Year 4	Year 4
Year 5	Year 5	Year 5	Year 5	Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6	Year 6	Year 6	Year 6	Year 6

Visible targets and goals

Spelling	Reading
Prep	Prep
Year 1	Year 1
Year 2	Year 2
Year 3	Year 3
Year 4	Year 4
Year 5	Year 5
Year 6	Year 6

Achievement vs Improvement

KILCUMMIN STATE SCHOOL Targets and Learning Goals																																				
Student's Name: #####															EQ ID:					4																
ACARA Subjects																																				
English					Maths					Science					History					NAPLAN Subjects					1		2		3		4		5		6	
Before		Target		Before		Target		Before		Target		Before		Target		Before		Target		Before		Target		Before		Target		Before		Target		Before		Target		
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6		Term 7		Term 8		Term 9		Term 10		Term 11		Term 12		Term 13		Term 14		Term 15		Term 16		Term 17				
B		A		B		A		B		A		B		A		4		6												4		5				
A		A		B		A		B		A		B		A																						
B		A		B		A		B		A		C		B		6		6		6		6		6		6		6		6		6				
TERM 1		TERM 2		TERM 3		TERM 4		Overall		Overall		TERM 1		TERM 2		TERM 3		TERM 4		Overall		Overall		Overall		Overall		Overall		Overall		Overall				
Before		Target		Before		Target		Before		Target		Before		Target		Before		Target		Before		Target		Before		Target		Before		Target		Before		Target		
A		A		A		A		A		A																										
Internal Monitoring																																				
TERM 1		TERM 2		TERM 3		TERM 4		TERM 5		TERM 6		TERM 7		TERM 8		TERM 9		TERM 10		TERM 11		TERM 12		TERM 13		TERM 14		TERM 15		TERM 16		TERM 17				
Actual		Target		Actual		Target		Actual		Target		Actual		Target		Actual		Target		Actual		Target		Actual		Target		Actual		Target		Actual		Target		
PM/PROSE				26		30																														
Sightword				N		N																														
CR Math				84%		90%																														
Learning Goals - Current Term																																				
Learning Area				SMART Goal				Strategies				Evidence / Observations																								
Maths				By the end of Term 3, ##### will develop her problem solving and reasoning strategies and apply these to new concepts				Explicit teaching of problem solving strategies, small group extension work																												
Science				##### will develop her communicating skills in order to clearly explain her thought processes and justify her answers				Practice justifying answers in written and verbal forms when completing class work as well as assessment tasks																												
Reading				##### will extend her reading accuracy and comprehension skills which will be reflected in improved results when undertaking internal monitoring - focus on inference strategies				One-on-one literacy extension sessions and monitoring during Daily 5 conferring																												

Internal Monitoring

		TERM 1		TERM 2		TERM 3		TERM 4	
		Actual	Target	Actual	Target	Actual	Target	Actual	Target
PM/PROSE				26	30				
Sightuwrdr				N	N				
CGMaths				84%	90%				

Learning Goals - Current Term

Learning Area	SMART Goal	Strategies	Evidence / Observations
Maths	By the end of Term 3, ##### will develop her problem solving and reasoning strategies and apply these to new concepts	Explicit teaching of problem solving strategies, small group extension work	
Science	##### will develop her communicating skills in order to clearly explain her thought processes and justify her answers	Practice justifying answers in written and verbal forms when completing class work as well as assessment tasks	
Reading	##### will extend her reading accuracy and comprehension skills which will be reflected in improved results when undertaking internal monitoring - focus on inference strategies	One-on-one literacy extension sessions and monitoring during Daily 5 conferring	

Assessment Mapping

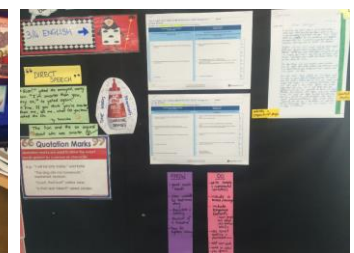
Teachers at Kilmummin State School are encouraged to undertake a backward mapping process with their students in order to align content descriptors, achievement standards, Guides to Making Judgements and Modelled Responses whilst providing a clear indication for students of what they will need to **know and be able to do** to be successful in planned assessment tasks. This process can be undertaken using Know and Do tables, Evidence of Learning Checklists, Assessment Roadmaps and Anchor Charts and should be accessible to all students.



Evidence of learning checklist – Prep Maths



P-2 History assessment – Know and Do sections clearly linked to GTMJ



Know and Do mapping from the GTMJ supported by artefacts directly linked to knowledge and skills required for the completion of the task, with modelled examples attached.

Using Feedback

Teachers at Kilcummin State School are committed to providing timely, ongoing and purposeful feedback to students. Regular feedback must occur in addition to mandated opportunities for written or verbal feedback such as report cards and formal learning conversations.

Students need regular, quality feedback on their achievement and progress to:

- Know what they have achieved in relation to the achievement standards
- Know specific areas in which they need to improve
- Make choices about their future learning goals

Parents / carers need regular feedback to:

- Help understand how well their children are performing in relation to the learning expectations of the year level they have been taught
- Help them make choices about their child's future learning goals

Teachers and schools use systematically collected and meaningful information about student achievement and progress to:

- Plan future teaching and learning
- Make decisions about continuous improvement of their curriculum
- Schools and teachers have a professional and legal obligation to provide these reports

Assessment alone will not contribute to improved learning. It is what teachers and students do with assessment and available information that makes a difference.

How can feedback be given to students?

Feedback should come from a variety of sources and in a variety of forms:

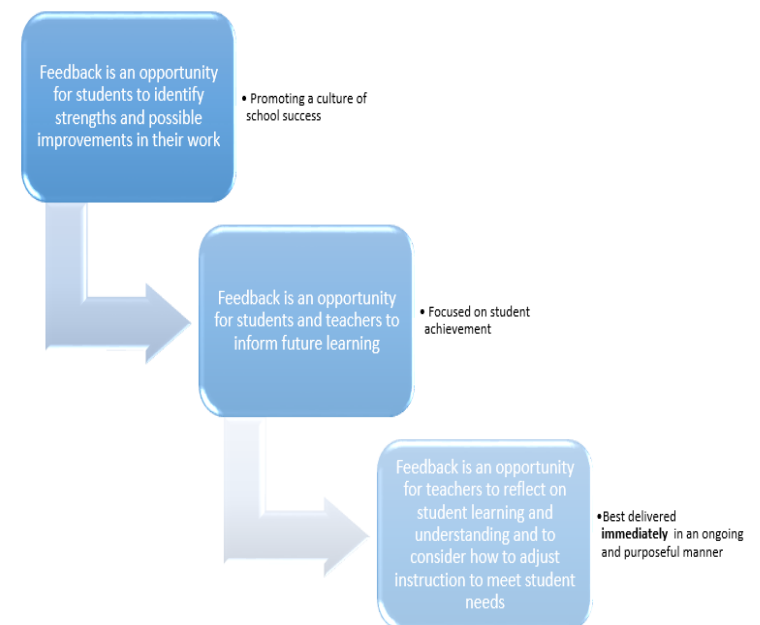
- **Teachers:** Teachers can ask questions or make comments that help students reflect on their learning.
- **Study guides:** Teachers could make a simple self-help guide of common problems students might face completing a particular learning activity, with suggestions about how these might be solved.
- **Real audiences:** Learning activities in real situations often provide immediate feedback.
- **ICT:** Some computer programs and software applications can provide rapid, frequent and consistent feedback to students for particular learning activities.
- **Classmates:** Encourage students to comment on classmates' work using feedback frameworks
- **Students:** The goal of feedback is to help students become independent learners — students should have opportunities to record their own progress and monitor their own learning.

What does good feedback to students look like?

The role of the teacher is a coaching role — to reinforce what has been done correctly and focus students on improvement and success. **Good assessment feedback:**

- Goes beyond a simple mark or grade — comment on the *strengths* of students' achievement grades and on the *areas in need of improvement*.
- Identifies specific elements of knowledge and skills, with specific suggestions for improvement provided.
- Uses descriptive language that helps students assess their progress and to understand how to achieve learning and assessment expectations.
- Involves students — they should have opportunities to ask follow-up questions, share their learning observations or experiences, compare opinions, and relate their learning to their lives outside school.
- Is focused on progress. Emphasise the student's continuous progress relative to their previous achievement and to the learning expectations — avoid comparing students with their classmates.
- Is personal — excessive public feedback can create a competitive or ego-oriented classroom environment.
- Is varied — provide feedback in a number of ways (including verbal and written feedback) and use a variety of words to describe student work.

Praise is a powerful form of feedback.



On Balance Judgements

Teachers at Kilcummin State School make on-balance judgments about the evidence in student work:

- In individual assessments: *for monitoring, formative or summative purposes*
- Based on a collection of evidence / folio: *to provide evidence of achievement in relation to the curriculum content and achievement standards selected for summative purposes*

On balance judgments are professional decisions that are made after taking into account available evidence (a students' portfolio) to ascertain how well the evidence matches all of the valued features (columns in a GTMJ) of a learning area described in the relevant achievement standard.

An on-balance judgement represents the student's achievement at the time of reporting. Therefore, it does not involve averaging grades across every assessment and should take into account the latest and fullest data available while adhering to the Relevant Achievement Standard to account for progress in the student's understanding and skills:

It is anticipated that mark books will be regularly updated and recording of summative assessment will include noting an achievement standard using a Guide to Making Judgments for each skill or content descriptor addressed by the assessment task.

This will then form a platform for the discussion of a student's academic performance.

4.2 On-balance judgments using marking guides

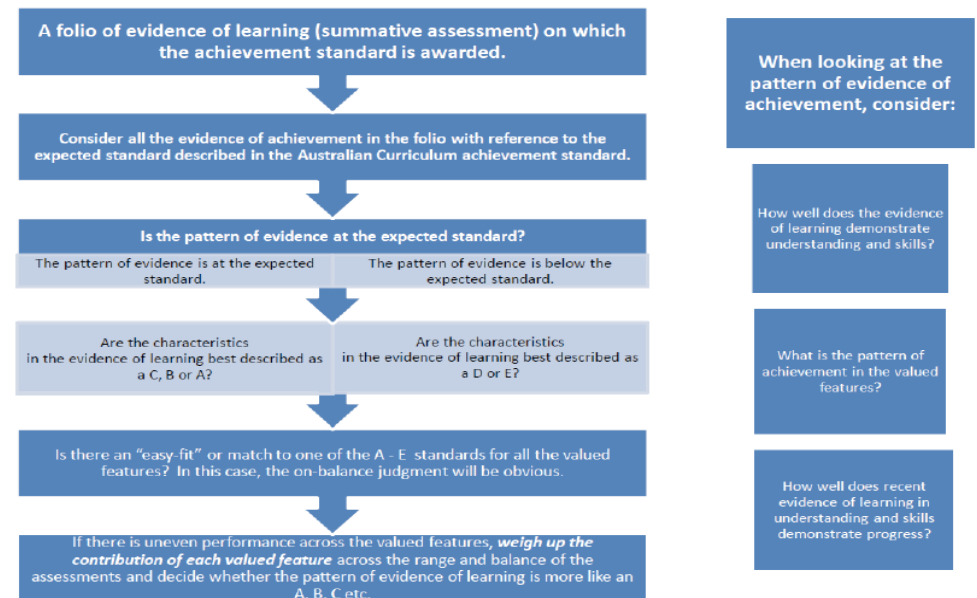
Marking guides support teacher judgments about the quality of student responses against particular elements of an achievement standard.

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.

The on-balance decision is based on how well the evidence in the folio matches the two dimensions of knowledge and understanding and skills in the achievement standard for the learning area (see flowchart below)



Moderation: Consistency of Teacher Judgement

At Kilcummin State School, teachers are expected to engage in moderation using given exemplars, with colleagues and where possible, with other teachers within the cluster at annual Cluster Moderation gatherings.

Consistency of teacher judgements involves teachers collaboratively reviewing, both informally and formally, student evidence collated throughout each unit.

Exemplars of student work can be found attached to most C2C Summative Assessment pieces in the Assessment folder. Further annotated samples can be found on the Brigalow Cluster Team Site. In the process of engaging in cluster moderation once a year, teachers will provide further annotated samples to the Brigalow Cluster moderation bank of samples, for future reference in the moderation process.

Moderation:

- Allows teachers to develop shared understandings of the curriculum content and achievement standards
- Ensure that there is a common understanding among all teachers about the process for developing assessments, making judgments and determining overall levels of achievement
- Assists teacher to make judgements about individual assessments and collections of evidence or folios of student work
- Ensures that teacher judgements of standards achieved by students are consistent and comparable
- Provides students and their parents / carers with confidence that the awarded grades are an accurate judgement of achievement and that the report is meaningful, professional and consistent.

	Teachers will...	Curriculum Leader will...	Teaching staff will...
	Teachers will use exemplars where applicable to identify A-E samples before marking	Curriculum leader will randomly sample student work to check for consistency of judgments	Staff will collaboratively check a random sample
	Teachers will sample folios to check consistency of teacher judgements and task development	Curriculum leader will moderate random sample folios	Staff will collaboratively review sample student responses
	Teachers will moderation representative folios within the cluster when applicable	Curriculum leader and teachers review student assessment folios for consensus and consistency of judgements for reporting	Staff will collaboratively review teacher judgements to achieve consensus and consistency of teacher judgements
	Teachers will participate in on-going moderation conversations to achieve consensus and consistency of judgements	Curriculum leader will monitor the collection of evidence in mark books	Staff will collaboratively discuss progress and achievement standards of all students

Teachers are able to access the Brigalow Bank of Moderation Samples via the Brigalow Cluster team site on Oneportal. Participants are encouraged to moderate directly against the achievement standard, annotating moderation samples with elaborations upon decisions made before re-uploading to the team site.

Document Library	
Type	Name
	Brigalow Sample - Year 5, D
	Brigalow Sample - Year 5, C-
	Brigalow Sample - Year 5, B
	Brigalow Sample - Year 4, C-
	Brigalow Sample - Year 4, B
	Brigalow Sample - Year 3, C-
	Brigalow Sample - Year 3, C
	Brigalow Sample - Year 3, B
	Brigalow Sample - Year 2, C-
	Brigalow Sample - Year 2, C
	Brigalow Sample - Year 2, B-

Brigalow Cluster Moderation Cover Sheet												
☐ Below Expected Standard ☒ At Expected Standard ☐ Above Expected Standard												
YEAR 4 RELEVANT ACHIEVEMENT STANDARD											RELAY	AMT
Receptive												
Student understands that texts have different text structures depending on purpose and audience												
Student explains how language features, images and vocabulary are used to engage the interest of audiences												
Student describes literal and implied meaning connecting clues in different texts												
Student expresses preferences for particular texts, and responds to others viewpoints												
Student listens for key points in discussions												
Productive												
Student uses language features to create cohesion and add detail to own texts												
Student understands how to express an opinion based on information in a text												
Student creates texts that show understanding of how images and detail can be used to extend key ideas												
Student creates structured texts to explain clues to other audiences												
Student makes presentations and contributes actively to class and group discussions, varying language according to context												
Student demonstrates understanding of grammar and selects vocabulary from a range of resources												
Student uses accurate punctuation, writing their work to improve meaning												
OVERALL ASSESSMENT												
Signed: <i>[Signature]</i>											Date:	20/10/2014
Suggested Achievement level (*)												
N	E	E	E	D	D	C	C	B	B	B	A	A
Assessment Task Title												ITM allocated
Year 4 English : Unit 4 : Library Recount											(50)	or
Comments												
Expands meaning through noun groups : nice, big, shiny incorporates vocabulary from research : new, exciting, shattering understanding of how detail can extend meaning : "is quickly a quickly put into my mother's dress pocket" Grammar correctly : punctuation : question marks, paragraphing : spelling : words of different units												

Surviving the streets of Sydney Cove

By Sasha Marzen

My name is Emily Russell and I come from Cranham in England. I am a convict sent to Rose Hill in Australia for being accused of fortune-telling. If I was really a fortune-teller would I have been caught? ^{interpolates new words from research} ^{language features to inform audience}

Every day in Rose Hill was despicable and horrid. ^{range of vocab.} Even the food it is full of weevils and maggots. Last night I couldn't even get to sleep because people were gelling at each other and the people in the hut beside me were talking all night long. In the morning I was really tired. It was weird not waking up to my Mama and Papa. The sun was so hot that it burnt until my face was red and my body was soaked with sweat. ^{language features} ^{new vocab.} ^{range of vocab.} ^{interpolates new words from research}

The worst part of all was the hunger. My stomach was empty and it ached every day because of it. One day while I was walking down a street looking for food of any sort even a scrap I saw two shillings in a gutter. I quickly and quietly put it in my cotton dress pocket. I couldn't believe my eyes. I ran to the nearest food store. There was a nice big juicy vegemite sandwich just waiting for me. The sandwich was delicious, delightful, exquisite and luxurious. I ate it before I gave the shopkeeper the money. The shopkeeper accused me of the money being stolen. I broke down into tears. The shopkeeper listened to my whole life story and took pity on me. She was the nicest, caring person I ever met.

Year 4 English: Unit 4: Literary recount		Name: _____
Purpose: To plan and write a literary recount set in the past, from a different perspective.		
KNOWLEDGE AND UNDERSTANDING (PRODUCTIVE) Uses language features to create coherence and add detail to a literary recount	CREATING TEXTS (PRODUCTIVE) Uses grammar correctly and selects vocabulary from a range of resources Uses accurate spelling and punctuation Edits work to improve meaning	
<ul style="list-style-type: none"> Uses evaluative language and text <u>connectives</u> to expand ideas and information. <i>Enriches the meaning of sentences through the use of noun phrases, verb groups and prepositional phrases.</i> <i>quickly, quietly, put it in my pocket, does pocket</i> Uses a variety of language features to influence the audience <i>searching</i>. <i>I broke down in tears.</i> Uses language features to create coherence and add details to a literary recount. <i>Range of sentences and verbs took to create vivid imagery.</i> Retells an event. Uses familiar vocabulary. 	<ul style="list-style-type: none"> Recognises how punctuation marks are used to signal dialogue and quoted speech. <i>(directs) how quotation.</i> <i>Enhances content and structure by deliberately moving, adding or deleting words during the editing process.</i> Incorporates new vocabulary encountered in research. <i>Organises written text into paragraphs.</i> <i>recruits, shillings, grout, revenge, teller</i> Uses grammar correctly and selects vocabulary from a range of resources. <i>Uses accurate spelling and punctuation.</i> <i>Edits work to improve meaning.</i> <i>range of base, difficult and challenging words</i> Sequences its recount. Writes statements about an event. 	

Further annotations on GTMJ

Teacher annotations directly relative to GTMJ



Kilcummin State School

Reporting

Reporting to Parents

At Kilcummin State School formal reporting occurs at the end of each Semester. In addition to indicating an achievement level, report cards are to include comments about academic performance in each KLA as well as comments for effort and behaviour.

Reports should give a clear and transparent indication of:

- The learning expectations for the student
- How well the student is engaging with the expected learning
- The student's achievement against expected standards
- How the student may be able to improve

Reports reflect:

- Judgements about the quality of student learning based on evidence **collected over time**
- The student's **most consistent** level of achievement with consideration given to more **recent evidence**

Report Card Comments

Comments should be written in third person about the student. They should reflect the achievement standard and should be specific. Language must be suitable to the parent audience. Jargon is to be avoided.

Comments should address only:

- What the student CAN do
- What the student is finding difficult
- How the student can improve
- Effort

Students years 1-6 receive an overall achievement result and comment for each Key Learning Area. Prep students receive an overall achievement result for English, Mathematics, Science, History and Geography supplemented by a comment Social and Personal Learning, Health and Physical Education and Active Learning Processes in accordance with the Early Years Curriculum Guidelines.

HOW DO WE REPORT?	Prep	Years 1-2	Years 3-6
Achievement	ACARA: <ul style="list-style-type: none"> • Applying • Making Connections • Working With • Exploring • Becoming Aware QCAR: <ul style="list-style-type: none"> • Comment 	<ul style="list-style-type: none"> • Very High • High • Sound • Developing • Support Required 	<ul style="list-style-type: none"> • A • B • C • D • E
Behaviour Effort (using the effort and behaviour)	Comment	<ul style="list-style-type: none"> • Very High • High • Sound • Developing • Support required 	<ul style="list-style-type: none"> • Excellent • Very good • Satisfactory • Needs attention • Unacceptable

As a general rule, there should be '**no surprises**' in a student's report card. If students are not achieving a sound level or above, it is expected that teachers have communicated with parents well before the final report is received, about how both parties might work together to support improved performance.

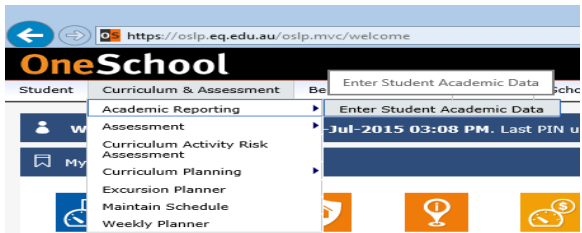
Additionally, the Principal should be informed regarding any student at risk of receiving a 'not rated' (N) result on their report card well before reporting time.

Reporting Responsibilities at Kilcummin State School

Kilcummin State School teachers complete written reports twice yearly using the template in Oneschool. These report student achievement for each learning/subject area studied in the reporting period using the five-point scale nominated for the relevant year level. Student effort and behaviour is also reported.

Additional information of aspects of particular learning areas occurs within the comments section of the report card. This can include reporting on reading, progress towards targets and behaviour levels. It should be noted however, that standardised and diagnostic testing such as PM Benchmarks, PROSE and C Q Benchmark tests do not assess the relevant achievement standard and therefore must not be used to make judgements for the purposes of reporting to parents.

When do we report?	What evidence do we use?
Term 1 and 2 Learning Goal Conversations Semester 1 Report	<p>Discuss achievement using student portfolios and dashboard, student results in C2C and standardised testing, student work samples, behaviour and effort and use to set three new Learning Goals for the term.</p>
	<p>From <u>Terms 1 and 2</u>, consider:</p> <ul style="list-style-type: none"> • Summative Assessment • Each column (skill or content descriptor) on the semester's collection of GTMJ's
Term 3 and 4 Learning Goal Conversations Semester 2 Report	<p>Discuss achievement using student portfolios and dashboard, student results in C2C and standardised testing, student work samples, behaviour and effort and use to set three new Learning Goals for the term.</p>
	<p>From Terms 1, 2, 3 and 4, consider:</p> <p>All <u>summative assessment</u> from the folio of student work collected over the year, consider how well the student has met the elements of the achievement standard (use columns on GTMJ's). The level of achievement given reflects the <u>most consistent</u> and <u>more recent</u> standards</p>

	<h1>Reporting in Oneschool</h1>
Curriculum & Assessment > Academic Reporting > Enter Student Academic Data	 <p>The screenshot shows the OneSchool homepage at https://oslp.eq.edu.au/oslp.mvc/welcome. The left-hand navigation menu has "Curriculum & Assessment" selected, which opens a dropdown menu. In this menu, "Enter Student Academic Data" is highlighted.</p>
Select relevant class(es)	 <p>This screenshot shows the "Enter Student Academic Data" form. Under the "Class" section, the "Available Classes..." dropdown is open, displaying a list of classes: "P-2 (Year 1)", "P-2 (Year 2)", and "P-2 (Prep Year)".</p>
Enter data by student (edit button) or subject area (tabs)	 <p>This screenshot displays the main data entry screen for a student named Andrew, Elise. It features two primary tabs: "Subjects" and "Results". The "Subjects" tab is active, showing a table where users can enter marks for various subjects like Mathematics, Science, etc. The "Results" tab is also visible, showing fields for Achievement, Effort, and Comments. A sidebar on the right provides additional context about the reporting period and user information.</p>
Save your work repeatedly and often – OneSchool periodically times out and you don't want to lose work	

		Appendix 7 – Kilcummhin Behaviour and Effort Matrix				
		A	B	C	D	E
		EXCELLENT	VERY GOOD	SATISFACTORY	NEEDS ATTENTION	UNACCEPTABLE
EFFORT	Independently and consistently	remains on task remains focused applies effort and aims for	Consistently: remains on task remains focused applies effort and aims for	Usually: • works independently without distracting others • applies effort and works to full potential • completes set tasks • seeks and uses teacher feedback/assistance	Sometimes: • works independently without distracting others • applies effort • completes set tasks • seeks and uses teacher feedback/assistance	Rarely: • works independently without distracting others • applies effort • completes set tasks • seeks and uses teacher feedback/assistance
	completes set tasks seeks and uses teacher	adapts to any learning approach self-assesses own work contributes to class discussions attempts difficult / new tasks uses equipment ready to use is punctual	adapts to any learning approach self-assesses own work contributes to class discussions attempts difficult / new tasks uses equipment ready to use is punctual	• adapts to any learning approach • self-assesses own work • contributes to class discussions • attempts difficult / new tasks • has equipment ready to use is punctual	• adapts to any learning approach • self-assesses own work • contributes to class discussions • attempts difficult / new tasks • has equipment ready to use is punctual	• adapts to any learning approach • self-assesses own work • contributes to class discussions • attempts difficult / new tasks • has equipment ready to use is punctual
BEHAVIOUR	keeps own area / equipment tidy presents book work neatly manages time effectively starts tasks promptly	keeps own area / equipment tidy presents book work neatly manages time effectively starts tasks promptly	keeps own area / equipment tidy presents book work neatly manages time effectively starts tasks promptly	keeps own area / equipment tidy presents book work neatly manages time effectively starts tasks promptly	keeps own area / equipment tidy presents book work neatly manages time effectively starts tasks promptly	keeps own area / equipment tidy presents book work neatly manages time effectively starts tasks promptly
	interacts appropriately in the playground cooperates within a group in the classroom shows respect and consideration for others shows empathy to others actively discourages bullying behaviours takes turns, shares things uses humour appropriately does not use put-downs encourages all team members seeks to include everybody respects property uses appropriate	interacts appropriately in the playground cooperates within a group in the classroom shows respect and consideration for others shows empathy to others actively discourages bullying behaviours takes turns, shares things uses humour appropriately does not use put-downs encourages all team members seeks to include everybody respects property uses appropriate	interacts appropriately in the playground cooperates within a group in the classroom shows respect and consideration for others shows empathy to others actively discourages bullying behaviours takes turns, shares things uses humour appropriately does not use put-downs encourages all team members seeks to include everybody respects property uses appropriate	interacts appropriately in the playground cooperates within a group in the classroom shows respect and consideration for others shows empathy to others actively discourages bullying behaviours takes turns, shares things uses humour appropriately does not use put-downs encourages all team members seeks to include everybody respects property uses appropriate	interacts appropriately in the playground cooperates within a group in the classroom shows respect and consideration for others shows empathy to others discourages bullying behaviours takes turns, shares things uses humour appropriately uses positive language encourages all team members seeks to include everybody respects property uses appropriate	interacts appropriately in the playground cooperates within a group in the classroom shows respect and consideration for others shows empathy to others discourages bullying behaviours takes turns, shares things uses humour appropriately uses positive language encourages all team members seeks to include everybody respects property uses appropriate
		conflict resolution skills reacts to situations reasonably	conflict resolution skills reacts to situations reasonably	conflict resolution skills reacts to situations reasonably	conflict resolution skills reacts to situations reasonably	conflict resolution skills reacts to situations reasonably

Teachers at Kilcummin State School use the Kilcummin State School Effort and Behaviour Matrix to make a fair and equitable assessment of student behaviour and effort.



So what do I report on?

- What the student CAN do
- What the student CAN'T do
- How they can improve

This student can understand the conventions of narrative

This student **can't** demonstrate more complex understanding of retells

This student could improve by adding more detail to her writing in order to demonstrate understanding

This should be immediately evident from your mark book:

[illegible]

Learning Goal Conversations

At Kilcummin State School, it is recognised that Parent and Community Engagement is essential to the success of the school and its students. Teachers are expected to make frequent contact with parents to provide updates on student progress. Where appropriate, teachers are encouraged to involve parents in the happenings of the classroom. A school newsletter is sent home fortnightly and teachers are encouraged to send regular email updates.

Once a term, teachers will arrange to discuss and reflect upon individual learning goals and targets with both students and their parents. This conversation is to be completed using the Learning Goal template within the Kilcummin State School Mark Book and recorded using this template at the conclusion of conversations. Learning Goal Conversations are to occur at the beginning of Terms 1, 2, 3 and 4 to indicate progress and discuss student achievement.

Before the conversation:

- Ensure mark book, portfolios are up to date and that parents are not able to view the results of other students
- Gather student work examples, ensuring that parents only view their own child's work

During the conversation:

- Maintain friendly communication – this is the key to fostering positive relationships
- What can the student do well?
- How can the student improve?
- Are there any questions?
- What could Learning Goals for the term be?
- What future actions will the school take to assist?
- What actions could be undertaken at home?

After the conversation:

- Promptly follow up any issues that were raised
- Make contact with parent to update if necessary
- Ensure all goals and targets are recorded in the Mark Book

Endorsement

Kilcummin State School's Curriculum, Reporting and Assessment Framework was re-developed across 2014-2015 in consultation with teachers, students, parents and the wider Kilcummin community with all stakeholders invited to input into the plan. The final plan was re-endorsed by the Kilcummin Parents and Citizens in 2015.

Brad Mifsud
Kilcummin P&C President

Sarah Beaufoy
Kilcummin State School Principal

Chelsea Beil
Kilcummin State School Captain 2015

Brendan Smith
Assistant Regional Director

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KILCUMMIN STATE SCHOOL Targets and Learning Goals																			
Student's Name: _____ EQID: _____																			
Subjects										MAPLAN Subjects									
English Maths Science History Reading G&P Spelling Writing Maths										1 2 3 4 5 6									
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8	Term 9	Term 10	Term 11	Term 12	Term 13	Term 14	Term 15	Term 16	Term 17	Term 18	Term 19	Term 20
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Internal Monitoring																			
TERM 1										TERM 2									
Actual Target										Actual Target									
PH/PROG										25 30									
Signatures										N N									
82 Marks										84% 90%									
Learning Goals - Current Term																			
Learning Area										SMART Goal Strategies Evidence / Observations									

To be completed in consultation with student and parent during Learning Goal conversation

HINTS

- Education is a joint partnership – discuss what 'we' (the student, parent and teacher) can do to drive improvement
- Use accessible language – avoid jargon
- Be succinct and check contact details for further communication