Lundavra State School

Curriculum Plan

Purpose:
- Describe the roles of staff in relation to teaching and learning at XXXXX State School
- Describe the teaching model to be used consistently across the school by all teachers
- Describe the curriculum, assessment, moderation and reporting requirements of all teachers across the school

Required elements:
- An explicit teaching model, used consistently across the school by all teachers
- Tracking of all students in reading, every term, P to 7, including end of year targets.

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01. Curriculum Roles

Principal
The principal is critical to improving the educational outcomes of students at LUNDAVRA State School. The principal reports through the Executive Director (Schools) to the Regional Director.

**Major responsibilities:**
- Embed socially just practices in daily school life.
- Set high standards for student and staff performance, coaching staff as required.
- Form partnerships with parents, other government agencies, community groups, industry and business.
- Understand and implement the legislation and policies that impact on schooling.
- Oversee the efficient use of human and physical resources.
- Monitor the effectiveness of programs.
- Ensure that school planning documents are fully aligned with Education Queensland’s requirements and assist in the provision of quality learning programs for all students.
- Support participation in professional development opportunities for teachers and teacher aides.
- Facilitate whole-of-school professional development programs to develop expertise in the curriculum, and to promote effective teaching practices.
- Ensure equity is maintained.
- Manage the acquisition and use of external assessment resources.

**Teachers – classroom and specialist**
Teachers have the greatest impact on students and are therefore the most important in improving the educational outcomes of students at LUNDAVRA State School. Teachers are accountable to, and under the direction of, the principal.

**Major responsibilities**
- Plan, deliver, monitor and report on quality teaching and learning programs which are consistent with the “Professional Standards for Teachers”, relevant syllabi, and approved curriculum and/or school policies/programs.
- Maintain teaching competency and currency of knowledge of relevant curriculum programs as required by Education Queensland, school or other relevant statutory authorities.
- Support students through interaction with them in a variety of settings and through the active development of supportive learning environments and effective behaviour management practices.
- Provide for the physical, social, cultural and emotional well being and physical safety of students whilst at school and enhance their overall development towards effective citizenship and responsible adulthood through participation in timetabled, non-timetabled and planned extra curricula activities.
- Assess students (diagnostic, formative and summative) for developmental, feedback and reporting purposes.
- Maintain student records and samples of work and report on student performance to students, parents, Education Queensland and other stakeholders as required.
- Participate in the collaborative development and evaluation of curriculum (the sum total of all learning experiences) and regularly monitor, through observation and evaluation, the effectiveness of the learning/teaching program.
- Request support, using the approved process, for students requiring additional support.
- Implement all recommendations from the Student Support Team.

**Teacher-Aides / Tutors**
Contribute to the provision of a quality educational service by assisting and supporting teachers, students and parents with learning activities and administrative duties in a supportive school environment. Teacher-aides are accountable to, and under the direction of, teachers.

**Major responsibilities**
- Conduct reading groups, maths groups, art activities, and sports activities, including the gathering of applicable resources, in cooperation with teachers.
- Supervision of small groups of students, undertaking specific learning activities designed by a teacher, when the teacher is not in the room but is available to be called on if needed.
- Administrative duties including typing teachers’ notes and work programs, compiling and supervising class rolls, duplicating/photocopying teaching materials, collation and duplication of exam papers, recording of examination results, compiling students results records, checking bus lists, assisting in organising off-site activities, etc.
- Supervision of students on the playground, bus, during sporting activities and school excursions in partnership with a teacher.
- Assisting students with special needs - this may extend to moving disabled pupils, assisting with
• Positioning, assisting with meals, toileting and dressing of pupils unable to care for themselves.
• Maintaining anecdotal records on students for use in reviewing students’ development.
• Management of teaching/learning resources.
• Providing support to teachers in behaviour management programs, learning support programs and to students requiring specific therapy programs, working with students on a regular basis where teachers/specialists are available only at intervals for reporting and review.

02. Teaching Expectations

The teaching model at LUNDAVRA State School is designed to move students’ learning from fully supported instruction through to independent learning.


Whilst teachers may use any number of the following strategies to scaffold student learning, explicit teaching is the preferred approach at LUNDAVRA State School. Almost all lessons, regardless of year level or learning area, should be delivered using an explicit teaching approach.

School–Wide Pedagogy (TO BE REVIEWED AND UPDATED END OF 2013)

Each teacher:
1. Builds effective relationships with all students.
2. Accepts accountability for each student’s learning.
3. Uses data to inform their teaching and student learning.
4. Delivers each lesson using the prescribed format (No time limits for each section, Positive feedback, Fast Paced):

<table>
<thead>
<tr>
<th>Warm Up</th>
<th>• Automatic responses – short, sharp &amp; accurate (repetition, chants, rote learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>remind, revisit, review</td>
<td>o Flash cards, IWB</td>
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<tr>
<td></td>
<td>o Say the word, spell it</td>
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<td>o Tables, number facts</td>
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<td>o Shapes, fractions</td>
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<td>o General knowledge</td>
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<td>o Domain knowledge</td>
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</table>

• Time for Visual, Auditory & Kinaesthetic learning
| **I Do** clear explicit teaching | **Define skill to be taught, Demonstrate skill, Clearly explain step by step, Revise, Reinforce**  
- break up the concept into as many steps as possible  
- teach your thinking – out loud – step by step  
- aim for the benchmark as the minimum  
- refer to classroom displays – skills  
- reinforce, reinforce, reinforce – repetition, chants  
- quiet time - listening |
| **We Do** students demonstrate their understanding with the teacher | **Practice skill, Group activities, Check that students understand and can do what they were taught**  
- heavily determined by student’s grasp of concept  
- practice the skills & concepts  
- time to check that the students ‘know’ what you taught  
- minimal talk about work |
| **You Do** differentiation and extension | **Individual activities (textbooks and/or worksheets), Teacher individual feedback and monitoring (correct student work as they work)**  
- time for work sheets, text books  
- one on one – checking to see they can do the work  
- Correcting student work – ticks & stickers |
| **Plough back** review, revisit – what was learned today | **30 words exactly – tell me what you learned**  
- Key words – list / reveal – 10 key words  
- Have what was learned on the Smartboard – reveal after soliciting answers |

5. Uses strategies to move student knowledge from short term to long term memory.

**Learning Environment**
Each teacher:
1. Establishes an atmosphere of high expectations
2. Has a focus of high standards of student presentation and handwriting.
3. Regularly corrects student work and provides feedback to each student.
4. Has a high standard of classroom display that is relevant and educationally stimulating.
5. Sets a positive classroom learning tone.

**Student Engagement**
Each teacher facilitates high student engagement by:
1. Building effective relationships with all students recognising and valuing diversity.
2. Ensuring that each student feels valued and respected by them.
3. Ensuring that each student is given work and other learning experiences at their level that is also academically challenging.
4. Supporting each student to have friends at school.
5. Engaging each student in setting and reaching their learning goals.

In using the above strategies and methods, teachers need to ‘start from where students are at’. Teachers at LUNDAVRA State School will do this by drawing upon students’ prior knowledge and skills to:
- shape and sequence teaching and learning;
- build upon each student’s present knowledge and understanding;
- move each student to more sophisticated and in-depth knowledge, concepts and skills;
- develop students’ higher order thinking skills; and
- match resources and strategies to the variety of student knowledge and skills.

Teachers at LUNDAVRA State School will differentiate teaching and personalise learning by using feedback to find out how each student is learning.
- What strengths are evident?
- What misconceptions or misunderstandings are evident?
- What are the next steps for learning?
- What are the next learning goals?
- How can learning be supported?

**03. Assessment**
Teachers will develop and implement student assessment at LUNDAVRA State School in one of the following three ways.

1. **Assessment FOR learning**: teachers use information about student progress to inform their teaching.
   Teachers at LUNDAVRA State School will assess for learning by:
   a) Knowing where each student is at and what needs to come next for their learning.
   b) Investigating tools to find out what students confusions, preconceptions, or gaps are.
   c) Using the information to make decisions about, or changes to, planned teaching and learning experiences.

2. **Assessment OF learning**: teachers use evidence of student learning to assess student achievement against goals and standards.
   Teachers at LUNDAVRA State School will assess learning by:
   a) Collecting evidence of student achievement against standards for summative purposes.
   b) Using data to plan the next steps for teaching and learning.
   c) Using data to evaluate whether the standards are being achieved at school and class level.
   d) Using evidence in student responses to inform fair and valid judgments for twice-yearly reporting to parents/carers.

3. **Assessment AS learning**: students reflect on and monitor their own progress to inform their future learning goals.
   Teachers at LUNDAVRA State School will use assessment as a learning tool by:
   a) Sharing learning intentions and achievement goals with students.
   b) Supporting students to reflecting on and monitoring their progress.
   c) Supporting students to use feedback to plan the next steps for learning.

To triangulate and verify student achievement, teachers at LUNDAVRA State School will use systemic data in conjunction with school data.

**Benchmarks**
The ‘C’ or ‘sound’ standards and expectations below are minimum end-of-year benchmarks for all students at LUNDAVRA State School.
### LITERACY

<table>
<thead>
<tr>
<th>Tools</th>
<th>Prep</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
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<tbody>
<tr>
<td>Min Age at Year End</td>
<td>5.5</td>
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### Spelling

**Words Their Way**

<table>
<thead>
<tr>
<th>Diagnostic Spelling</th>
<th>PSI Competent initial and final consonants and short vowels</th>
<th>PSI All digraphs, blends and long vowels patterns</th>
<th>PSI All test</th>
<th>ESI Syllable junctures</th>
<th>ESI Harder suffixes</th>
<th>USI Unaccented final syllables</th>
<th>USI All test</th>
<th>USI</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>SAST Westwood South Aus. Spelling</em></td>
<td>6.5 yrs Score Form 1-18 Form 2-17</td>
<td>7.5 yrs Score Form 1-25 Form 2-26</td>
<td>8.5 yrs Score Form 1-28 Form 2-29</td>
<td>9.5 yrs Score Form 1-33 Form 2-35</td>
<td>10.5 yrs Score Form 1-37 Form 2-40</td>
<td>11.5 yrs Score Form 1-42 Form 2-45</td>
<td>12.5 yrs Score Form 1-48 Form 2-53</td>
<td>13.5 yrs Score Form 1-49 Form 2-54</td>
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<tr>
<td><em>Waddington Spelling 2nd Edition</em></td>
<td>Raw Score 16</td>
<td>Raw Score 28</td>
<td>Raw Score 40</td>
<td>Raw Score 55</td>
<td>Raw Score 65</td>
<td>Raw Score 70</td>
<td></td>
<td>Triangulate results from other assessment tools for higher levels.</td>
</tr>
</tbody>
</table>

**NAPLAN NMS**

- 100% of students achieving National Minimum Standard.
- AIPs are to be used as a tool to customize and/or negotiate targets for Upper Two Bands and Mean Scale Scores in consultation with ARDS.
### Spelling Cont’d

<table>
<thead>
<tr>
<th>Tools</th>
<th>Prep</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
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<td>Spelling Mastery</td>
<td>Book B</td>
<td>Book C</td>
<td>Book D</td>
<td>Book E</td>
<td>Book F</td>
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*Weekly Student Reviews - Student Success rate 85% accuracy required for effectiveness of program. Placement Test Imperative, Lesson 20 Pre and Post Test Tracking.*

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### Reading

<table>
<thead>
<tr>
<th>M100W Magic Words (Sight)</th>
<th>First 100 words</th>
<th>First 200 words</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>TOWRE</strong> Sight Word Efficiency (SWE) Form A or B</td>
<td>6.5 yrs Score 16</td>
<td>7.5 yrs Score 36</td>
<td>8.0 yrs Score 46</td>
</tr>
<tr>
<td><strong>TOWRE</strong> Phonemic Decoding Efficiency (PDE) Forms A or B</td>
<td>6.5 yrs Score 4</td>
<td>7.5 yrs Score 16</td>
<td>8.0 yrs Score 20</td>
</tr>
</tbody>
</table>

*PM Benchmark Tests (Nelson)*

- Kit 1, 2 and 3 Level 5
- Kit 1, 2 and 3 Level 15
- Kit 1, 2 and 3 Level 20
- Kit 1, 2 and 3 Level 24
- Kit 1, 2 and 3 Level 27
- Kit 1, 2 and 3 Level 30

Triangulate results from other assessment tools for higher levels.

*“All with sound comprehension, reading habits and a reading accuracy of at least 95%”*

*Neale Analysis of Reading Ability (ACER)*

- 6.5 yrs
- 7.5 yrs
- 8.5 yrs
- 9.5 yrs
- 10.5 yrs
- 11.5 yrs
- 12.5 yrs
- 13.5 yrs

*Expectation 90% of students at level*

**FITZROY READING LEVELS WITH READING RECOVERY LEVELS**

- FITZROY 10
- FITZROY 20
- FITZROY 30
- FITZROY 40
- FITZROY 50

**NAPLAN NMS**

100% of students achieving National Minimum Standard.

AIPs are to be used as a tool to customize and/or negotiate targets for Upper Two Bands and Mean Scale Scores in consultation with ARDS.
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<td>*PROBE Prose Reading Observation, Behavior and Evaluation of Comprehension (TRIUNE)</td>
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<tr>
<td>*Informal Prose Inventory</td>
<td>Level 0 RA 6 - 7</td>
<td>Level 1 RA 7 - 8</td>
<td>Level 2 RA 8 - 8.5</td>
<td>Level 3 RA 8.5 - 9</td>
<td>Level 4 RA 9 – 10</td>
<td>Level 5 RA 10 - 11</td>
<td>Level 6 RA 11 - 12</td>
<td>Level 7 RA 12 - 13</td>
<td>Level 8 RA 13 - 15</td>
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<td>*TORCH Tests of Reading Comprehension 2nd Edition (ACER)</td>
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<td>*PAT – R Vocabulary 4th Edition (ACER)</td>
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All with 97% accuracy, 50% retelling and 75% comprehension.
## NUMERACY

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<th>Tools</th>
<th>Prep</th>
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<td>12.5</td>
<td>13.5</td>
<td>14.5</td>
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<tr>
<td>First Steps in Maths (Number) Diagnostic</td>
<td>Through matching phase</td>
<td>Into quantifying phase</td>
<td>Through quantifying</td>
<td>Through partitioning</td>
<td>Through partitioning</td>
<td>Through partitioning</td>
<td>Into factoring</td>
<td>Through factoring</td>
<td>Into operating</td>
<td>Through operating</td>
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</table>

FSiM tasks should be embedded in practice and administered prior to teaching the relevant concepts.

### JEMM/EMM

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<td>JEMM T 3-4</td>
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<td>JEMM</td>
<td>JEMM/EMM</td>
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**Developing Mathematics Understanding Through Cognitive Diagnostic Assessment Tasks (CDAT):** Diagnostic assessment tasks for processing whole numbers, fractions and probability – used in reference to year level curriculum expectations.

### National NAPLAN Band

100% of students achieving National Minimum Standard.
AIPs are to be used as a tool to customize and/or negotiate targets for Upper Two Bands and Mean Scale Scores in consultation with ARDS.
**Glossary:**

**Benchmark:** A benchmark is a point of reference against which something may be measured. In this region, a benchmark is a minimum standard for all students.

**Consultation:** Involves teachers discussing student work with students, colleagues, parents/carers or other paraprofessionals. The varying perspectives of the participants in consultations can help enrich the evidence gathered about students’ demonstrations of learning outcomes. Consultation can be used to verify the evidence gathered using other techniques. Some consultations may reveal a need for more detailed assessment.

**Diagnostic assessment:** is a type of formative assessment particularly intended to diagnose areas of weakness, or misunderstanding, and strength.

**Feedback:** Feedback is information and advice provided by a teacher, peer, parent or self about aspects of someone's performance. The aim of feedback is to improve learning. Teachers and students use feedback to close the gap between where students are and where they aim to be. Teachers use self-feedback to guide and improve their teaching practice.

**Focused analysis:** involves teachers examining in detail student responses to tasks or activities (e.g. computer-generated presentations, group discussions, tests, debates or research projects). This technique provides detailed evidence about students' demonstrations of learning outcomes.

**Formative assessment:** is used to monitor learning progress during a learning sequence. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify and address errors in learning. Because formative assessment is primarily directed towards improving learning, the results are typically not used for assigning standards.

**Moderation:** refers to a series of assessments made over time, in order to keep track of developments in students' learning.

**Observation:** involves teachers observing students as they participate in planned activities. Teacher observation occurs continually as a natural part of the learning and teaching process and can be used to gather a broad range of evidence about students’ demonstrations of learning outcomes.

**Standards:** Standards are integral to the alignment of curriculum, assessment and reporting. For teachers, parents and students, they provide a shared language for describing the quality of student achievement. The Standards are achievement standards linked to the Essential Learnings. Using a 5-point scale, the Standards describe how well a student has demonstrated their learning based on a collection of evidence. They can also be used to report student progress and achievement. The Standards are the same for all key learning areas.

**Self- and peer assessment:** involves students using the above techniques to assess their own work and the work of their peers. Self- and peer-assessment allow teachers to take account of students’ preceptions when gathering evidence.

**Sight words:** high frequency words that readers recognise on sight, instantly and automatically.

**Summative assessment:** seeks to establish the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. Although the main purpose of summative assessment is to establish levels of achievement for reporting and certification, it also provides information for judging the effectiveness of teaching. In practice, then, summative and formative assessments are not always easily separated.
04. Moderation

Moderation assists teachers to share and compare their judgments about student work in order to develop a common understanding of standards and expectations of student achievement. The purpose of moderation at LUNDAVRA State School is to:

- develop consistency of teacher judgments;
- develop a common understanding of what students’ achievements look like;
- support teachers in developing confidence in making judgments; and
- ensure comparability of reported results.

Consistency of teacher judgment through the application of standards

Consistency of teacher judgment ensures that students across classes are being judged by the same standards. There are three elements important to achieving consistency of teacher judgments. These are standards, evidence, and teacher agreement.

Standards

The following Australian Curriculum achievement standards will be used in English, Mathematics and Science at LUNDAVRA State School.

| English |
|---|---|
| **Prep** | By the end of the Prep year, students listen to, read and view a range of spoken, written and multimodal texts from familiar contexts. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. They demonstrate understanding by retelling orally one or two ideas and events from short texts listened to or viewed. They accurately identify the letters of the English alphabet, and know the sounds represented by most letters. They read short, predictable texts aloud with some fluency and accuracy, drawing support from their developing sound and letter knowledge. They effectively use predicting and questioning strategies to make meaning from texts.

Students write one or more simple sentences to retell events and experiences for a known audience. Their writing is connected appropriately to illustrations and images produced as part of the text. They link two or more ideas or events in written and spoken texts. They use and understand familiar vocabulary; predictable text structures and common visual patterns. The short texts they produce show understanding of concepts about print including letters, words and sentences. They use left to right directionality, return sweep and spaces between words. They handwrite most lower case and some upper case letters, and use some capital letters and full stops. Their writing shows some evidence of the use of sound–letter knowledge. In informal classroom settings students communicate clearly and purposefully and engage in pair, group and class discussions, and participate actively in group tasks. |

| **Yr 1** | By the end of Year 1 students listen to, read and view a range of spoken, written and multimodal texts, recognising the different purposes of these texts. They accurately use knowledge of text structure, letters, words, sentences and directionality to read different kinds of short texts. They retell the main ideas in texts in logical sequence. They understand literal and some inferred meanings in imaginative and informative texts and accurately recall some key ideas. They display sustained interest in longer texts listened to and viewed. They know the sounds represented by all letters, and the purpose of capital letters and full stops. They read short, predictable imaginative and informative texts aloud with some fluency and intonation, and use sentence boundary punctuation appropriately to support meaning.

Students create short imaginative, informative and persuasive spoken and written texts for a limited range of purposes. They include several related ideas on familiar topics, use visual features to support meaning, and include beginnings and endings to indicate sequence. They select vocabulary to enhance meaning, and use relevant vocabulary related to the topic and context of texts to discuss ideas and to share responses. They use capital letters and full stops appropriately. They accurately spell many words with regular spelling patterns and a growing number of irregularly spelled words. They use different interaction conventions including asking questions and making comments, adjusting communication to suit their audience and purpose. They interact in pair, group and class discussions and make short presentations of a few connected sentences on familiar and learned topics. |

| **Yr 2** | By the end of Year 2 students listen to, read and view a range of spoken, written and multimodal texts, recalling details and some main ideas and key facts. They begin to compare the content and purposes of different texts on similar topics. They locate literal information in written texts, and refer to features of language and images to make inferences about characters’ actions and motivations. They discuss possible meanings in narratives, and predict likely future events. They sustain interest in characters and events in imaginative texts, seek books by favourite authors and give reasons for personal preferences. They relate information, ideas and events in texts to their own lives and to other texts. They locate information on a variety of topics in texts with some complex language, ideas, images and vocabulary. They read, monitoring meaning and self-correcting using context, prior knowledge, grammar and phonic knowledge.

Students create imaginative, informative and persuasive written, spoken and multimodal texts for different purposes and audiences, drawing on their own experiences, their imagination and ideas they have learned. They create texts that appropriately include writing and images to support the meaning of the text. They organise texts in predictable ways using a small range of text and sentence structures. They use common punctuation accurately, including sentence boundary punctuation. They use sound-letter correspondence to help spell words correctly in their writing. They use everyday language and topic-specific vocabulary to discuss ideas about areas of interest with peers. They engage effectively in group and class discussions, and ask questions to clarify and extend others’ ideas. They express their opinions on topics of interest, providing some supporting evidence for their points of view. They discuss how to interact appropriately with audiences in the classroom and other familiar contexts. |
By the end of Year 3 students listen to, read and view a range of spoken, written and multimodal texts, identifying their different purposes. They attend to others’ views and respond appropriately. They use monitoring and self-correcting strategies to clarify meaning when reading, viewing and listening to an increasing range of types of texts. They retrieve literal information in texts, and can also make appropriate inferences. They explain ideas, events and actions. They explain ideas, events and actions. They share personal responses to and opinions about texts, providing relevant supporting information and detail. They recognise the representation of characters, settings and events in imaginative texts and also start to evaluate point of view. They make relevant connections between visual and written elements in multimodal texts.

Students create a range of imaginative, informative and persuasive written, spoken and multimodal texts for familiar and unfamiliar audiences. They contribute actively to group discussions, asking relevant questions and building on others’ ideas and providing useful feedback. They communicate expressively and clearly about familiar ideas and information to known small audiences, in mostly informal situations. They order ideas in sequence, and provide relevant details to support ideas. They create imaginative texts based on characters and situations encountered in their reading and viewing. In these texts they express and develop experiences, events, information, ideas and characters in some detail. They organise texts in paragraphs composed of logically grouped and sequenced sentences. Short sentences are meaningful and correctly structured, and some complex sentences are used appropriately. They choose vocabulary appropriate to the purpose and context of their writing. They use simple punctuation correctly, and use a variety of spelling strategies to spell high frequency words correctly.

By the end of Year 4 students listen to, read and view a range of spoken, written and multimodal texts, describing connections between their own experiences and those presented in the texts. They listen for key points in spoken texts including presentations and discussions. They recognise the function of text purpose in shaping a text and describe characteristic differences between imaginative and informative texts. They identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understanding. They explain some ways in which speakers, authors and illustrators engage the interest of audiences. They share their own judgments and preferences about texts, and respond to others’ viewpoints, selecting some relevant textual evidence to support their opinions. They compare ways in which their own and others’ opinions about texts are shaped by individual experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students create structured spoken, visual and written texts for imaginative, informative and persuasive purposes. They contribute actively to group discussions of ideas and present opinions, understanding how language is used differently when giving opinions or reporting information. They make planned individual oral presentations about researched topics in informal and some more formal contexts, using learned content and considering the needs of audiences. They select vocabulary to provide specific detail about people, things and ideas and draw ideas from personal, literary and researched resources. Individually and collaboratively, they create imaginative texts based on favourite plots, events and characters, and informative and persuasive texts that present ideas in a planned sequence. They use simple and complex sentences, consistent tenses and appropriate punctuation to support meaning.

By the end of Year 5 students make links between information and ideas from a number of different sources to understand experiences, ideas and information beyond their immediate experience. They accurately identify key ideas and details in short presentations, and summarise these ideas clearly for others. They discuss the connections between particular structures, language features, simple literary devices, and the purposes of texts. They identify literal and implied information in texts, and develop and clearly express ideas and opinions about texts. They select relevant textual evidence to support opinions about texts, and recognise that narratives and experiences in texts are shaped by different viewpoints. They describe how sound and imagery influence interpretations of characters, settings and events in texts. They compare ways in which their own and others’ viewpoints about texts are shaped by individual values and experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students create a variety of sequenced written, spoken and multimodal texts for different purposes and audiences. They select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They predict readers’ needs when organising ideas and develop coherent texts by varying sentences and paragraphs for specific effect and linking related ideas. They select specific vocabulary to express and develop ideas, to engage and persuade readers and to convey emotions. They write clear, well-structured sentences and paragraphs and use punctuation to provide structure and meaning in their writing. Individually and in groups they present oral reports of findings from investigations on various topics to peers. They consider the needs of audiences and adjust spoken language for impact in informative or imaginative presentations. They employ a variety of techniques of spoken language to engage audiences and emphasise meaning, including variations in volume and pace, and pauses for effect.

By the end of Year 6 students explore connections between their own experiences and those of characters in a variety of contexts in literature. In discussion and in writing they share key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events. They analyse and explain how specific structures, language features, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers. They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They listen to and respond constructively to others’ opinions by offering alternative viewpoints and information. They select relevant evidence from texts to support personal responses and to develop reasoned viewpoints. They compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic.

Students create well-structured written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences. They make considered choices in spoken and written texts from an expanding vocabulary, and growing knowledge of grammatical patterns, complex sentence structures, cohesive links, and literary devices. They use some complex sentences to connect and develop ideas in written texts. They select specific details to sustain a point of view. They organise longer written texts by using paragraphs on particular aspects of the topic. They clarify and explain how choices of language and literary features were designed to influence the meaning communicated in their texts. They plan and deliver presentations, considering the needs and interests of intended audiences and purposes. They collaborate with others to share and evaluate ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others’ opinions.
### Mathematics

#### Prep
By the end of the Prep year, students make the connections between number names, numerals and quantities up to 10. They are able to compare and sort shapes and objects. They make connections between events and the days of the week. They describe their observations with others. They share their understanding of how the environment affects them and other living things.

#### Yr 1
By the end of Year 1, students recognise and communicate number sequences. They solve simple addition and subtraction problems, and are familiar with Australian coins. They describe a representation of a half. Students collect data from questions to draw and describe simple data displays. Students compare lengths and describe two-dimensional shapes and three-dimensional objects. They communicate time duration and can follow simple directions.

#### Yr 2
By the end of Year 2, students recognise and communicate number sequences involving tens and fives. They are familiar with collections up to 1000 and recognise the connection between addition and subtraction. Students describe patterns with numbers and represent problems involving addition and subtraction by number sentences. They understand the value of collections of Australian coins. Students collect information and create data displays and interpret the information. They describe outcomes for everyday events. Students compare and order different shapes and objects using informal units. They use calendars to identify dates and seasons. They draw two-dimensional shapes and describe one-step transformations.

#### Yr 3
By the end of Year 3 students recall number facts for single digit numbers and are familiar with collections up to 10,000. They describe number patterns involving addition and subtraction and recognise the connection between multiplication and division. They model and represent unit fractions. They count the change required and represent money values in various ways. Students conduct chance experiments and describe the possible outcomes. They create, interpret and compare data displays. Students compare objects using familiar units. They compare angle sizes and identify symmetry. They tell the time and interpret positions and pathways on maps.

#### Yr 4
By the end of Year 4 students recall multiplication facts up to 10 x 10 and the related division facts. They are familiar with collections up to 100,000. Students recognise and locate familiar fractions on a number line and make connections between fraction and decimal notations. They solve problems by using relevant number sentences involving the four operations. Students describe the probabilities of everyday events. They investigate different methods for data collection, construct data displays and evaluate their effectiveness. Students convert between units of time and solve problems involving time duration. They compare areas of regular and irregular shapes and classify angles. They create symmetrical patterns and interpret the information contained in maps.

#### Yr 5
By the end of Year 5 students identify and describe factors and multiples and use estimation and rounding to check the reasonableness of answers. They solve multiplication and division problems and compare, order and represent decimals. Students perform addition and subtraction of fractions with the same denominator and continue patterns with fractions and decimals. They plan simple budgets. Students list the outcomes of chance experiments and represent the outcomes to gather data and construct, describe and interpret different data sets. Students calculate perimeter and area of rectangles using appropriate units. They connect three dimensional objects with two dimensional representations. They measure and construct different angles and describe transformations of two-dimensional shapes, including the enlargement transformation. They identify line and rotational symmetry.

#### Yr 6
By the end of Year 6, students recognise the properties of special numbers. They connect fractions, decimals and percentages as different representations of the same number and solve associated problems. They write correct number sentences. Students predict and communicate probabilities using simple fractions, decimals and percentages and construct and interpret a range of data displays. Students connect decimal representations to the metric system and choose appropriate units of measurement to solve problems. They interpret and use timetables. Students investigate angles. They investigate combinations of transformations and apply the enlargement transformation.

#### Yr 7
By the end of Year 7, students interpret integers in real world contexts. They make connections between whole numbers and index notation. They move flexibly between representations of fractions, decimals and percentages. Students generalise using variables, solve simple linear equations and identify points on the Cartesian plane. They compare costs of items to make financial decisions. Students investigate questions involving the collection of a range of data. They calculate mean, mode, median and range for sets of data and describe the relationship between median and mode in data displays. Students classify triangles and quadrilaterals and establish the formulas for the area and perimeter of rectangles. They calculate the volume of rectangular prisms and draw and build three dimensional objects. They identify angles formed by a transversal through parallel lines and describe transformations on the Cartesian plane.

### Science

#### Prep
By the end of the Prep year students make observations of familiar objects and materials and explore their properties and behaviour. They suggest how the environment affects them and other living things.

#### Yr 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 describe changes to things in their local environment. They share their observations with others.
By the end of Year 2 students pose questions about their experiences, record and represent their observations and communicate their ideas to others. Students describe changes to objects, materials and living things. They identify that certain materials have different uses, that resources from the Earth are required by living things and describe examples of where science is used in people’s daily lives.

By the end of Year 3 students describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives. They collect and present data in a way that helps to answer their questions and use their experiences to make predictions. Students describe features common to living things. They use their knowledge of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations.

By the end of Year 4 students pose questions about their world and predict possible outcomes from investigations. They describe how they and others use science to ask questions and make predictions. They record observations and measurements and identify patterns in data, including cause-and-effect relationships. They describe situations where science understanding can influence their own and others’ actions.

Students use the properties of materials to explain how objects and materials behave. They identify changes to the observable world and suggest explanations for the motion of objects. They describe how interrelationships are essential for the survival of living things and identify major changes in the life cycle of a plant or animal.

By the end of Year 5 students pose questions relating to investigations, predict what might happen when things are changed, and assist in the planning of methods to test these predictions. When carrying out investigations they use equipment in a way that improves the accuracy of their measurements and observations. They describe patterns in their results, report on their findings and reflect on the methods that they have used.

Students describe how developments in science have improved our understanding of the world and have enabled people to make decisions based on scientific knowledge. They describe the place of Earth in space. They identify cause-and-effect relationships in the natural world and describe physical differences between solids, liquids and gases.

By the end of Year 6 students plan investigations to answer questions relating to simple cause-and-effect relationships. When carrying out investigations, they collect relevant data and apply the concept of a fair test. They reflect on the processes that they have used and demonstrate an awareness of science inquiry methods in their work. They represent data and knowledge using introductory scientific language and graphical representations.

Students suggest explanations for observable changes and they predict the effect of environmental changes on living things. They compare different types of change in materials. They identify requirements for the transfer of electricity and describe one way that electricity can be generated. They describe how developments in science have affected peoples’ lives and identify examples where scientific knowledge is used in decision making.

By the end of Year 7, students pose questions and apply scientific concepts to everyday problems and make general predictions based on their experiences. They plan procedures for investigations that take into account the need for fair testing and use equipment that improves fairness and accuracy. They communicate their observations and data clearly, summarise their data where appropriate, and suggest improvements to their methods.

Students predict the effect of single changes on systems involving living things and suggest ways to classify organisms based on observable differences. They distinguish between pure substances and mixtures and plan appropriate methods to separate mixtures. They explain why some resources are not renewable and describe changes to water during the water cycle. They describe how unbalanced forces change the motion of objects and how changes in the position of objects in space cause other observable effects. They identify where science knowledge is used to propose solutions to problems and describe examples of where people use science in their work. They describe how evidence has led to an improved understanding of a scientific idea.

The following Queensland Curriculum, Assessment and Reporting Framework standards will be used at LUNDAVRA State School for The Arts, Health and Physical Education, Languages, Technology, and Studies of Society (2012) and Environment learning areas.

### The Arts

<table>
<thead>
<tr>
<th>ASSESSABLE ELEMENTS</th>
<th>DESCRIPTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and understanding</strong></td>
<td>A</td>
</tr>
<tr>
<td>Comprehensive knowledge and understanding of concepts, facts and procedures</td>
<td>Thorough knowledge and understanding of concepts, facts and procedures</td>
</tr>
<tr>
<td><strong>Creating</strong></td>
<td></td>
</tr>
<tr>
<td>Insightful and skilful creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes</td>
<td>Informed and effective creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes</td>
</tr>
<tr>
<td><strong>Presenting</strong></td>
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<tr>
<td>Controlled presentation of arts works to display interpretive and technical skills</td>
<td>Effective presentation of arts works to display interpretive and technical skills</td>
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</table>
### Health and Physical Education

<table>
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</thead>
<tbody>
<tr>
<td><strong>Knowledge and understanding</strong></td>
<td>A</td>
</tr>
<tr>
<td>Comprehensive knowledge and understanding of concepts, facts and procedures</td>
<td>Perceptive response to arts works and languages</td>
</tr>
<tr>
<td>Insightful identification of questions and issues to plan and conduct investigations</td>
<td>Thorough knowledge and understanding of concepts, facts and procedures</td>
</tr>
<tr>
<td>Insightful analysis and evaluation of information and evidence to communicate well-reasoned conclusions and decisions</td>
<td>Insightful implementation of proposals</td>
</tr>
<tr>
<td>Significant and well-justified proposals that promote movement capacities, health and wellbeing and personal development</td>
<td>Pertinent and justified proposals that promote movement capacities, health and wellbeing and personal development</td>
</tr>
<tr>
<td>Skillful application of concepts and skills</td>
<td>Proficient application of concepts and skills</td>
</tr>
<tr>
<td>Reflecting</td>
<td>Perceptive reflection on influencing factors, actions and learning</td>
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### Languages

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<thead>
<tr>
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</tr>
<tr>
<td>Comprehensive knowledge and understanding of concepts, facts and procedures</td>
<td>Perceptive response to arts works and languages</td>
</tr>
<tr>
<td>Insightful interpretation of ideas and information in texts</td>
<td>Proficient interpretation of ideas and information in texts</td>
</tr>
<tr>
<td>Composing</td>
<td>Clear and accurate communication of</td>
</tr>
<tr>
<td>Texts</td>
<td>meaning in spoken and written texts</td>
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<td>-------</td>
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</tr>
<tr>
<td>Intercultural competence</td>
<td>Discerning comparison of aspects of languages, cultures and identity</td>
</tr>
<tr>
<td>Reflecting</td>
<td>Insightful use of appropriate language and practices in intercultural situations</td>
</tr>
<tr>
<td>Reflecting</td>
<td>Perceptive reflection on language choices and learning</td>
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### Technology

<table>
<thead>
<tr>
<th>ASSESSABLE ELEMENTS</th>
<th>DESCRIPTORS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>Comprehensive knowledge and understanding of concepts, facts and procedures</td>
<td>Thorough knowledge and understanding of concepts, facts and procedures</td>
<td>Satisfactory knowledge and understanding of concepts, facts and procedures</td>
<td>Variable knowledge and understanding of concepts, facts and procedures</td>
<td>Rudimentary knowledge and understanding of concepts, facts and procedures</td>
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<tr>
<td>Investigating and designing</td>
<td>Discerning interpretation and analysis of information and evidence to generate well-reasoned design ideas</td>
<td>Logical interpretation and analysis of information and evidence to generate convincing design ideas</td>
<td>Relevant interpretation and analysis of information and evidence to generate credible design ideas</td>
<td>Variable interpretation and analysis of information and evidence to generate design ideas</td>
<td>Rudimentary interpretation and analysis of information and evidence to generate design ideas</td>
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<tr>
<td>Producing</td>
<td>Controlled and skilful implementation of production processes to make products</td>
<td>Purposeful and effective implementation of production processes to make products</td>
<td>Appropriate and credible implementation of production processes to make products</td>
<td>Variable implementation of production processes to make products</td>
<td>Minimal implementation of production processes to make products</td>
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<tr>
<td>Evaluating</td>
<td>Perceptive evaluation of products and processes</td>
<td>Informed evaluation of products and processes</td>
<td>Relevant evaluation of products and processes</td>
<td>Narrow evaluation of products and processes</td>
<td>Cursory evaluation of products and processes</td>
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<tr>
<td>Reflecting</td>
<td>Perceptive reflection on the impact of technology and on their learning</td>
<td>Informed reflection on the impact of technology and on their learning</td>
<td>Relevant reflection on the impact of technology and on their learning</td>
<td>Superficial reflection on the impact of technology and on their learning</td>
<td>Cursory reflection on the impact of technology and on their learning</td>
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### Studies of Society and Environment

<table>
<thead>
<tr>
<th>ASSESSABLE ELEMENTS</th>
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<td>Thorough knowledge and understanding of concepts, facts and procedures</td>
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<td>Variable knowledge and understanding of concepts, facts and procedures</td>
<td>Rudimentary knowledge and understanding of concepts, facts and procedures</td>
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<tr>
<td>Investigating</td>
<td>Insightful identification of issues,</td>
<td>Effective identification of issues,</td>
<td>Competent identification of issues,</td>
<td>Variable identification of issues,</td>
<td>Minimal identification of issues,</td>
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The student work demonstrates evidence of:

- **A**: Perceptive reflection on language choices and learning
- **B**: Informed reflection on language choices and learning
- **C**: Relevant reflection on language choices and learning
- **D**: Superficial reflection on language choices and learning
- **E**: Cursory reflection on language choices and learning

The student work demonstrates evidence of:

- **A**: Comprehensive knowledge and understanding of concepts, facts and procedures
- **B**: Thorough knowledge and understanding of concepts, facts and procedures
- **C**: Satisfactory knowledge and understanding of concepts, facts and procedures
- **D**: Variable knowledge and understanding of concepts, facts and procedures
- **E**: Rudimentary knowledge and understanding of concepts, facts and procedures

The student work demonstrates evidence of:

- **A**: Discerning interpretation and analysis of information and evidence to generate well-reasoned design ideas
- **B**: Logical interpretation and analysis of information and evidence to generate convincing design ideas
- **C**: Relevant interpretation and analysis of information and evidence to generate credible design ideas
- **D**: Variable interpretation and analysis of information and evidence to generate design ideas
- **E**: Rudimentary interpretation and analysis of information and evidence to generate design ideas

The student work demonstrates evidence of:

- **A**: Controlled and skilful implementation of production processes to make products
- **B**: Purposeful and effective implementation of production processes to make products
- **C**: Appropriate and credible implementation of production processes to make products
- **D**: Variable implementation of production processes to make products
- **E**: Minimal implementation of production processes to make products

The student work demonstrates evidence of:

- **A**: Perceptive evaluation of products and processes
- **B**: Informed evaluation of products and processes
- **C**: Relevant evaluation of products and processes
- **D**: Narrow evaluation of products and processes
- **E**: Cursory evaluation of products and processes

The student work demonstrates evidence of:

- **A**: Perceptive reflection on the impact of technology and on their learning
- **B**: Informed reflection on the impact of technology and on their learning
- **C**: Relevant reflection on the impact of technology and on their learning
- **D**: Superficial reflection on the impact of technology and on their learning
- **E**: Cursory reflection on the impact of technology and on their learning

The student work demonstrates evidence of:

- **A**: Insightful identification of issues
- **B**: Effective identification of issues
- **C**: Competent identification of issues
- **D**: Variable identification of issues
- **E**: Minimal identification of issues
Evidence
For moderation purposes, evidence is the student work/performance itself. The relevant standards descriptors must be applied to the student work to make a judgment about the quality. Without this application there can be no consistency of judgment making. Personal views of student ability or effort should not override the evidence.

Teacher agreement
Professional conversations between teachers at LUNDARA State School are key to ensuring that the standards descriptors are interpreted in the same way.

**Guidelines for school based moderation**
Moderation will occur at LUNDARA State School, by year level, once per term in English, Maths and Science. Moderation will occur through meeting with other small schools, in the MacIntyre Cluster.

Before the moderation meeting, teachers:
- select, but do not mark, six to eight student responses across his/her class that appear to demonstrate the range of grades A to E (where possible). These responses constitute the set of responses for use at moderation.
- copy the selected responses, minus any distinguishing marks (e.g. name), so that each teacher participating in the moderation meeting has a complete set of six to eight responses.

At the moderation meeting, teachers:
- reaffirm that moderation protocols described below:
  - individually mark and grade one student response selected for the moderation meeting. All teachers mark and grade the same response:
    - using only the task-specific Guide to making judgments
    - being clear about the intent of the task-specific assessable element for which evidence is being considered
    - locating all the evidence for the assessable element in the completed student response
    - matching the evidence to a descriptor by:
      - considering all descriptors to get a sense of the differences in the qualities of student performance
      - beginning at the bottom of the continuum and choosing the descriptor that best matches the evidence
      - seeking further clarification, if required, by referring to any sample responses
    - recording at any point on the continuum the best match to the evidence in the student work, (this might be between descriptors)
    - repeating the above for all assessable elements
– making an on-balance judgment to award a grade of A–E based on the judgments recorded on each continuum. Where there is uneven performance across the assessable elements, teachers should base the judgment on the relative significance of each assessable element to the stated focus of the task (at the top of the Guide to making judgments).

- compare judgments
- work towards consensus by:
  - focusing discussion on matching the evidence to the descriptors in the Guide to making judgments
  - looking for what is there, not what is not there
  - making sure evidence in all questions is considered, as noted at the top of the continuum
  - taking into account only what the student has completed
  - taking into account the contribution of each assessable element to the focus of the task when determining the overall grade
  - referring to the sample responses, if necessary

- repeat the process for the other responses selected for the meeting
- reflect on what they have learned about their view of standards and the implications for future practice.

After the meeting, teachers:
- mark and grade the responses of all students in their class, applying the shared understanding achieved through the calibration process used at the moderation meeting.

**Moderation protocols**
The following moderation protocols are to be used by LUNDAVRA State School, at cluster meetings to maintain effective professional dialogue.

**Commit to the purpose of the moderation process.** This means:
- contributing to the professional dialogue
- encouraging the contributions of others
- supporting others to develop their confidence when making judgments
- valuing all differing opinions
- seeking clarification and understanding
- focusing on the student work presented
- providing critique not criticism.

**Respect and listen to others openly.** This means:
- engaging in active listening techniques
- not talking over other group members
- recognising the differing extents and qualities of the experience of group members
- accepting and assuming the ethical and confidential behaviour of the group members
- respecting student responses as they are presented
- treating others as you would like to be treated.

**05. Reporting**

Toward the end of each semester, teachers of students in prep to seven at LUNDAVRA State School will complete a report card for every student in their class. Report cards will be completed using the evidence of student learning collected during that semester. Report cards will be completed using OneSchool.

Classroom teachers are to request parent/carer interviews for all students in their class on semester 1 & 2 report cards.

Reporting on non-school assessments such as NAPLAN (National Assessment Program – Literacy and Numeracy) will occur as prescribed.
06. Monitoring Systems – Quality Assurance (faithfulness to intended curriculum [vs enacted])

07. Monitoring Systems – Curriculum Delivery (teaching | coaching)

08. Monitoring Systems – Student Progress

Tracking of all students in reading, every half term, P to 7, including short term and end of year targets.

09. Time Allocations (by KLA)

Table 2: 2012 and 2013 minimum curriculum time requirements as hours per annum for EQ schools

<table>
<thead>
<tr>
<th>Learning area</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>280 hrs</td>
<td>280 hrs</td>
<td>280 hrs</td>
<td>240 hrs</td>
<td>240 hrs</td>
<td>240 hrs</td>
<td>240 hrs</td>
<td>240 hrs</td>
<td>140 hrs</td>
<td>140 hrs</td>
<td>133 hrs</td>
</tr>
<tr>
<td>Mathematics</td>
<td>200 hrs</td>
<td>200 hrs</td>
<td>200 hrs</td>
<td>200 hrs</td>
<td>200 hrs</td>
<td>200 hrs</td>
<td>200 hrs</td>
<td>140 hrs</td>
<td>140 hrs</td>
<td>140 hrs</td>
<td>133 hrs</td>
</tr>
<tr>
<td>Science</td>
<td>40 hrs</td>
<td>40 hrs</td>
<td>40 hrs</td>
<td>70 hrs</td>
<td>70 hrs</td>
<td>70 hrs</td>
<td>70 hrs</td>
<td>100 hrs</td>
<td>100 hrs</td>
<td>120 hrs</td>
<td>114 hrs</td>
</tr>
<tr>
<td>History (2013)</td>
<td>20 hrs</td>
<td>20 hrs</td>
<td>20 hrs</td>
<td>40 hrs</td>
<td>40 hrs</td>
<td>40 hrs</td>
<td>40 hrs</td>
<td>50 hrs</td>
<td>50 hrs</td>
<td>50 hrs</td>
<td>48 hrs</td>
</tr>
<tr>
<td>Languages</td>
<td>60 hrs</td>
<td>60 hrs</td>
<td>80 hrs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Table 3: 2012 and 2013 example of the distribution of minimum curriculum time requirements over a school week

<table>
<thead>
<tr>
<th>Learning area</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7 hrs</td>
<td>7 hrs</td>
<td>7 hrs</td>
<td>6 hrs</td>
<td>6 hrs</td>
<td>6 hrs</td>
<td>6 hrs</td>
<td>3.5 hrs</td>
<td>3.5 hrs</td>
<td>3.5 hrs</td>
<td>3.5 hrs</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>3.5 hrs</td>
<td>3.5 hrs</td>
<td>3.5 hrs</td>
<td>3.5 hrs</td>
</tr>
<tr>
<td>Science</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1.75 hrs</td>
<td>1.75 hrs</td>
<td>1.75 hrs</td>
<td>2.5 hrs</td>
<td>2.5 hrs</td>
<td>3 hrs</td>
<td>3 hrs</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td>History (2013)</td>
<td>0.5 hrs</td>
<td>0.5 hrs</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1.25 hrs</td>
<td>1.25 hrs</td>
<td>1.25 hrs</td>
<td>1.25 hrs</td>
<td>1.25 hrs</td>
</tr>
<tr>
<td>Languages</td>
<td>1.5 hrs</td>
<td>1.5 hrs</td>
<td>2 hrs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note:
1. For 2012 and 2013, all Queensland state schools will adopt the minimum curriculum time requirements provided in Table 2.
2. Table 3 provides an example of the distribution of minimum curriculum time requirements over a school week. Schools develop their own timetables and adjust weekly hours to factor in special events, such as carnivals and field trips, and public holidays.

Curriculum into the classroom (C2C)

- The C2C project materials will provide comprehensive school and classroom plans and resources to support implementation of the Australian Curriculum from 2012.
Exemplar curriculum plans, and unit and lesson plans in English, mathematics and science will be available from October 2011, one term in advance of when they are needed.

For Prep to Year 7, the lesson plans for English, mathematics and science meet the minimum curriculum time requirements per week as detailed in Table 3.

Schools have the flexibility to adjust the lessons plans and build in appropriate revision and extension time to assist with the range of student needs.

Table 4 indicates the curriculum time that is allocated to the C2C units and lessons.

**Table 4: C2C materials — allocated curriculum time per week**

<table>
<thead>
<tr>
<th>Learning area</th>
<th>P–2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7 hrs</td>
<td>7 hrs</td>
<td>6 hrs</td>
<td>6 hrs</td>
<td>6 hrs</td>
<td>6 hrs</td>
<td>3 x 70 mins per week</td>
<td>3 x 70 mins per week</td>
<td>3 x 70 mins per week</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>3 x 70 mins per week</td>
<td>3 x 70 mins per week</td>
<td>3 x 70 mins per week</td>
</tr>
<tr>
<td>Science</td>
<td>1 hr</td>
<td>1.75 hrs</td>
<td>1.75 hrs</td>
<td>1.75 hrs</td>
<td>1.75 hrs</td>
<td>2.5 hrs</td>
<td>3 x 70 mins per week</td>
<td>3 x 70 mins per week</td>
<td>3 x 70 min per week</td>
</tr>
</tbody>
</table>

Note: The time allocated to Years 8, 9 and 10 science is above the minimum curriculum time requirements as indicated in Table 2. This additional time is not mandated.

**10. Personal Teaching Reflection Tools**

Reflection on professional practice is a required aspect of being a teacher at LUNDAVRA State School. Professional reflection allows teachers to improve their pedagogy; and identify and drive their continuing professional development.

Two tools are endorsed for use by teachers for professional reflection and LUNDAVRA State School.

*Professional Standards for Teachers* (Education Queensland): an aspirational framework to be used by teachers to formulate goals and extend their own learning in order to strengthen classroom practice.

*Professional Standards for Queensland Teachers* (Queensland College of Teachers): the minimum benchmark for entry into the profession and part of teacher registration requirements.

*The Roadmap, Teaching and Learning Branch*  
*Education Queensland*  
*Version 5, 12 Sept, 2011*  
*TRIM Ref: 11/185539*