# Banana State School

# P-6 Curriculum, Assessment and Reporting Framework



## Motto

Our school motto is 'Good Citizenship'.

## Vision

At Banana State School, there is a focus on establishing positive attitudes towards learning so that our students are equipped to function effectively as good citizens in the 21st century.

## Values

We value innovation, inclusivity and excellence and we aim high despite our small size and rural location. We are driven by the ever present challenge to improve teacher performance and raise levels of achievement for all students. Every child needs to feel that they belong to our school.

# Contents

# Context

## Our School

Banana State School has been proudly servicing the community of Banana since 1871. We implement the Australian Curriculum across Prep to Year 6. Our school has dedicated staff providing students with quality educational outcomes in accordance with the Department of Education's curriculum, assessment and reporting framework. The school is committed to developing our students into competent and confident learners when they leave school. This is done by maximising the ability of individual students to nurture respectful young citizens within a caring community.

Our school enjoys a strong working relationship with members of the local community and surrounds, supporting activities and experiences inside and outside the classroom. We strive to provide our students with a range of interest-based opportunities and differentiated learning, resulting in individual achievement and personal development.

Our whole school curriculum plan is based on the P-12 Curriculum, Assessment and Reporting Framework (CARF) and specifies how our school team plans for, teaches, assesses and reports using the Australian Curriculum. Our whole school curriculum plan is part of our shared commitment to providing a world-class education for all students. It is based on the assumption that every student can learn and that responding to the diverse learning needs of all students is central to teaching.

| Our school values | Our school improvement priorities: | | |
|---|---|---|---|
| *We value innovation, inclusivity and excellence.*<br><br>*-Be respectful.*<br>*-Be a friend.*<br>*-Be prepared.* | • *Successful learners with a focus on teaching quality*<br>• *Effective pedagogical practices*<br>• *Know our learners*<br>• *Expert teaching teams*<br>• *Challenging learning for every student, in every classroom, every day* | | |
| **School Demographics:** | | | |
| Enrolments | Co-educational Prep to Year 6 setting with 46 students. | | |
| Student Demographics: | Males | 65% | Females | 35% |
| | Indigenous Learners | 8% | IEALD | 0% |
| | Students with a verified disability | 8% | | |
| | Attendance | 93.5% | | |
| Staff Demographics: | Teaching Staff | 3 | Non-Teaching Staff | 6 |

# Curriculum

## Implementation

Our school is implementing the Australian Curriculum across all learning areas - English, Maths, Science, Humanities and Studies of Society (HASS), Health and Physical Education (HPE), The Arts, Technologies and Languages. We are informed by the P–12 curriculum, assessment and reporting framework which specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12.
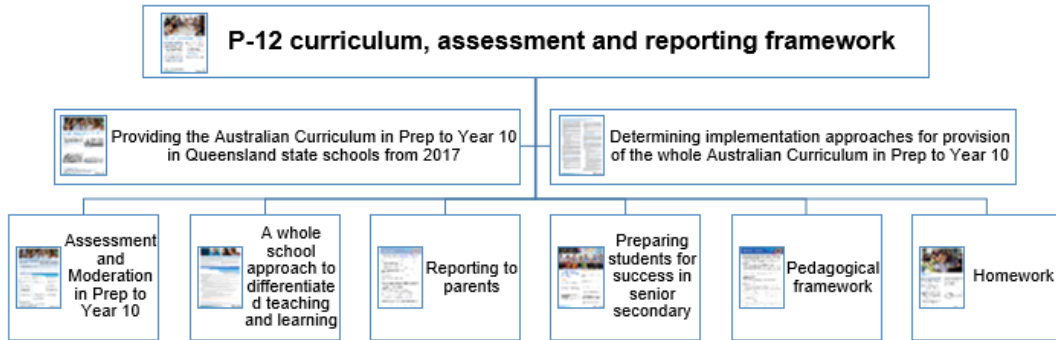


We have adopted a learning area approach. In delivering the curriculum all aspects of the relevant achievement standards for each learning area provided in each year or band are covered. The aligned content descriptions guide teaching and learning sequences and assist with developing an understanding of the achievement standards.
https://education.qld.gov.au/curriculums/Documents/determining-implementation-whole-australian-curriculum.pdf

**Link between Banana State School CARF and school specific planning**



The platform for our school's curriculum program is the State Schooling Strategy (2020-2024). Using the seven focus areas and the school improvement model as a guiding framework our school has developed a sequential, systematic and inclusive curriculum plan for all students alongside an aligned school improvement agenda. Our school prioritises professional learning opportunities aligned with our shared commitment to curriculum, assessment, pedagogy and reporting, along with learning opportunities targeted at addressing our school improvement agenda.



https://intranet.qed.qld.gov.au/EducationDelivery/Stateschooling
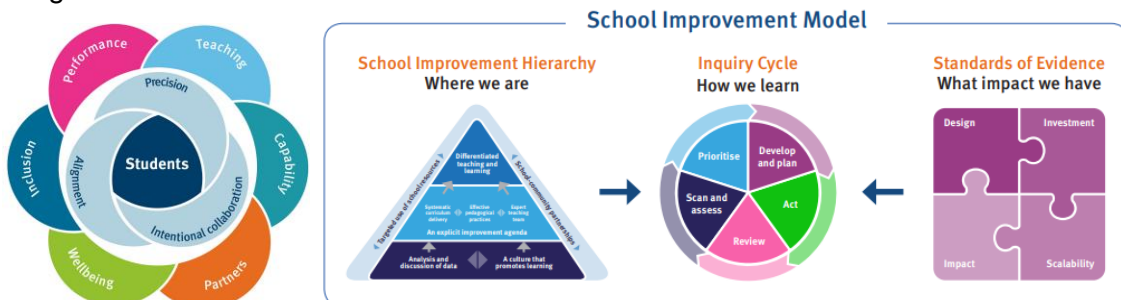
**Government Priorities**

Children and young people are preparing for a very different future to that of their parents. Our schools are inspiring students to rise to the challenge of this future and become:

- Lifelong learners who are knowledge creators, technology savvy, problem solvers, innovators and effective communicators who share ideas with others and respond positively to change
- Global citizens who have relationships based on fairness and respect, are developing cultural capacity and able to connect locally and globally
- Successful people who have goals, who are resilient, able to create opportunities and are confident in pursuing their passions.

The Advancing STEM in Queensland state primary schools initiative encourages us to invest funds to develop sustainable, evidence-based approaches to improving STEM outcomes for our students. Our school's STEM initiatives include delivery of coding and robotics units, use of ICT across curriculum areas and professional development for staff.
https://education.qld.gov.au/curriculum/stages-of-schooling/stem

**Teaching Literacy and Languages**

At Banana State School, staff use Standard Australian English as the basis for teaching.

Every learning area and subject has different purposes for interacting with, organising and expressing its information or content. Students are required to comprehend, write, speak about or represent information that is organised and expressed in ways that match the purposes of that learning area or subject. In order to improve students' academic achievement, we must monitor, track and target literacy teaching to progress their literacy learning. The P–10 Literacy continuum provides a set of benchmarks to support teachers in monitoring students' literacy development in the curriculum.
https://learningplace.eq.edu.au/cx/resources/file/1424052a-7684-4a39-97de-98e8ca7740ce/1/index.html

Teaching languages is a key part of preparing students for a future that requires the skills and understanding to connect with other cultures locally and globally. This is recognised in the *Global schools through languages* plan supporting Advancing Education.

**Embedding Aboriginal and Torres Strait Islander Perspectives**

We embed the Australian Curriculum cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures in all learning areas, with a strong but varying presence depending on the relevance to the learning area. We take a localised approach in line with Embedding Aboriginal and Torres Strait Islander Perspectives in Schools.
https://det-school.eq.edu.au/schools/implementing-c2c/atsi-cross-curriculum.php

**Teaching Handwriting**

Teachers teach Queensland modern cursive script in implementing the Australian Curriculum: English content descriptions relating to Handwriting in Prep to Year 6. Teachers at all year levels may find students with a range or bad habits such as poor posture, incorrect pencil hold, lacking writing stamina, and illegibility of letter formations which hinder their writing efforts. It is important that all teachers in the school share a responsibility for the teaching of handwriting and bookwork expectations.

Some useful resources can be found at the Emerald CLaW EdStudio
https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=2238499

**Instrumental Music**

The overarching purpose of the co-curricular Instrumental Music Program is to provide students with the opportunity to become musicians and experience the expressive qualities of music through learning to play a band or orchestral instrument and to participate in performance ensembles such as concert bands and orchestras. In small school contexts, interested students will need to work with the school to determine if and how an instrumental music program may be delivered. When offered, we implement the Queensland Instrumental Music Curriculum.
https://education.qld.gov.au/curriculums/Documents/instrumental-music-curriculum.pdf

# Planning

Before each term of teaching, our teachers collaborate at school scheduled planning sessions. In these sessions, teachers examine student achievement in previous units of work and we use the inquiry cycle to dig deeply into the learning and to consider our next prioritised series of teaching steps for the range of learners. The planning sessions are led by our Principal. Our school uses a Planning Model which incorporates a backward mapping process from the learning area summative assessment task.
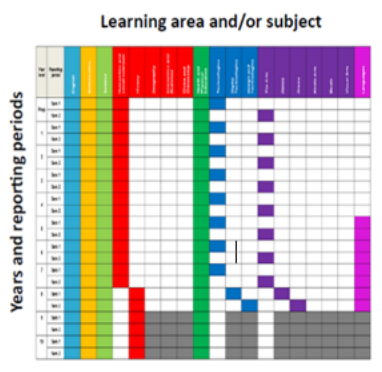




Curriculum into the Classroom (C2C) is a set of example planning resources to help teachers implement the Australian Curriculum. C2C materials provide a starting point for curriculum planning. Our teachers adapt them to meet individual student learning needs and local contexts.
https://det-school.eq.edu.au/schools/index.php

**Term Overviews**
Term Overviews have been created that provide information about content and assessment across the Learning Areas to be taught in each term.

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# English

The P–6 Curriculum Planning Model for English is based on a two-year A/B/C cycle of C2C English units. Each cycle consists of four units that have been chosen to ensure a range and balance of text types and assessment across the year. Each unit contains assessment alignment planners and assessment tasks for each year level.

The purpose of the *P–6 Curriculum Planning Model* is to provide a flexible and adaptable curriculum planning model that can be used in any Prep to Year 6 multilevel context.

| A CYCLE | | | |
|---|---|---|---|
| **Unit 1: Narrative** | **Unit 2: Persuasive** | **Unit 3: Informative** | **Unit 4: Poetry** |
| **Based on: C2C English Year 5 Unit 1**<br>**Examining and creating fantasy texts**<br>*Assessment tasks —*<br>*Character analysis, Imaginative response* | **Based on: C2C English Year 4 Unit 6**<br>**Examining persuasion in advertisements and product packaging**<br>*Assessment tasks —*<br>*Reading and viewing comprehension, Design a breakfast cereal package* | **Based on: C2C English Year 2 Unit 5**<br>**Exploring informative texts**<br>*Assessment task —*<br>*Writing an informative text* | **Based on: C2C English Year 3 Unit 6**<br>**Reading, writing and performing poetry**<br>*Assessment task —*<br>*Writing and presenting poetry* |
| **B CYCLE** | | | |
| **Unit 1: Persuasive** | **Unit 2: Narrative** | **Unit 3: Informative** | **Unit 4: Poetry** |
| **Based on: C2C English Year 3 Unit 3**<br>**Exploring character and setting in texts**<br>*Assessment tasks —*<br>*Procedural presentation, Persuasive letter* | **Based on: C2C English Year 4 Unit 3**<br>**Examining traditional stories**<br>*Assessment tasks —*<br>*Comprehending a traditional Asian story, Create and present a traditional story* | **Based on: C2C English Year 5 Unit 2**<br>**Examining media texts**<br>*Assessment task —*<br>*Analysing and creating informative multimodal texts* | **Based on: C2C English Year 4 Unit 2**<br>**Examining humour in poetry**<br>*Assessment task —*<br>*Interpret and evaluate a humorous poem* |

Source: https://det-school.eq.edu.au/resources/c2c/digital-guide/file.php?t=97&id=1620
**Only B cycle Unit 4 is not published online as at 31/07/2020**

| Implementation | Year A = odd years (ie 2021), Year B = even years (2022) |
|---|---|
| **P-6 Model English Digital Guide** | https://det-school.eq.edu.au/resources/c2c/digital-guide/english/smallschool.php<br>Includes links to:<br>• Achievement standard mapping<br>• Base units<br>• Assessment alignment planner<br>• Assessments tasks/GTMJ for each year level |
| **Year Level Plans** | Curriculum overview, Summative assessment, achievement standard mapping<br>YEAR A  https://det-school.eq.edu.au/schools/pd/p6cpm/assets/documents/P-6_YLP_English-EXAMPLE.docx<br>YEAR B https://det-school.eq.edu.au/resources/c2c/digital-guide/file.php?t=97&id=1621 |
| **Australian Curriculum Achievement Standards** | https://det-school.eq.edu.au/resources/c2c/digital-guide/english/achievement.php |
| **C2C Unit and Assessment Mapping** | https://det-school.eq.edu.au/resources/c2c/digital-guide/english/units.php |
| **Multilevel assessment and alignment** | https://det-school.eq.edu.au/resources/c2c/digital-guide/english/planners.php |
| **Scope and Sequence** | The following scope and sequence documents contain interactive elements and are designed to be used on screen.  Language, Literature, Literacy<br>https://det-school.eq.edu.au/resources/c2c/digital-guide/english/scope.php |

# Mathematics

The P–6 Curriculum Planning Model for Mathematics consists of four units with each unit containing assessment tasks for every year level. Assessment tasks are based on either individual sub-strands or combined sub-strands and are listed below. Implementation of the assessment tasks for each unit will ensure full coverage of the Australian Curriculum achievement standards for every year level (Prep–Year 6). The teaching and monitoring of all maths sub-strands should occur throughout the year and not just in the units they are assessed in. Existing C2C assessment tasks have been used where possible to support the Mathematics P-6 Curriculum Model.

| Semester 1 | | Semester 2 | |
|---|---|---|---|
| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **Number and Algebra**<br>• Number and place value — place value (Prep–Year 6)<br>• Fractions and decimals (Years 4–6)<br><br>**Measurement and Geometry**<br>• Location and transformation (Prep–Year 6)<br><br>**Statistics and Probability**<br>Data representation and interpretation (Prep–Year 6) | **Number and Algebra**<br>• Number and place value — skip counting, odd and even numbers (Years 1–6)<br>• Patterns and algebra (Prep–Year 6)<br><br>**Measurement and Geometry**<br>Using units of measurement — time (Prep–Year 6) | **Number and Algebra**<br>• Number and place value — operations, problem solving (Prep–Year 6)<br>• Patterns and algebra (Years 2, 4, 6)<br><br>**Measurement and Geometry**<br>• Shape (Prep–Year 2)<br>• Shape/Geometric reasoning (Years 3–6)<br>• Using units of measurement (Prep–Year 6)<br><br>**Statistics and Probability**<br>Chance (Prep–Year 6) | **Number and Algebra**<br>• Number and place value (Prep–Year 2)<br>• Fractions and decimals (Years 1–6)<br>Money and financial mathematics (Years 1–6) |

Source: https://det-school.eq.edu.au/resources/c2c/digital-guide/file.php?t=97&id=1611
**Only Unit 4 remains unpublished online as at 31/07/2020**

| Implementation | Annual cycle |
|---|---|
| **P-6 Model Mathematics Digital Guide** | https://det-school.eq.edu.au/resources/c2c/digital-guide/maths/smallschool.php<br>Includes links to:<br>    • Assessment Overview<br>    • Achievement standard mapping<br>    • Unit resource overviews<br>    • Assessment alignment planner<br>    • Assessments tasks/GTMJ for each year level |
| **Year Level Plans** | Curriculum overview, Summative assessment, achievement standard mapping<br>https://det-school.eq.edu.au/resources/c2c/digital-guide/file.php?t=97&id=1611 |
| **Australian Curriculum Achievement Standards** | https://det-school.eq.edu.au/resources/c2c/digital-guide/maths/achievement.php |
| **C2C Unit and Assessment Mapping** | https://det-school.eq.edu.au/resources/c2c/digital-guide/maths/units.php |
| **Multilevel assessment and alignment** | https://det-school.eq.edu.au/resources/c2c/digital-guide/maths/planners.php |
| **Scope and Sequence** | https://det-school.eq.edu.au/resources/c2c/digital-guide/maths/scope.php<br><br>    • Measurement and Geometry, Number and Algebra,  Statistics and Probability |
| **Lesson Calendar tool** | https://det-school.eq.edu.au/resources/c2c/digital-guide/maths/lessons.php |

# Science

The P–6 Curriculum Planning Model for Science is based on a two-year A/B cycle of C2C Science units. Each cycle consists of four units that have been chosen to ensure a range and balance of sub-strands and assessment across the year. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

| | Earth Sciences | Biological Sciences | Physical Sciences | Chemical Sciences |
|---|---|---|---|---|
| **Year A** | **Geological changes** Prep–Year 4 will investigate Earth's resources, describe how Earth's resources are used and identify the importance of conserving resources for the future of all living things. Years 5–6 will explore how sudden geological changes and extreme weather events can affect Earth's surface. | **Life cycles** Prep–Year 2 will examine how living things, including plants and animals, change as they grow. Years 3–6 will investigate life cycles and sequence key stages in the life cycles of plants and animals. | **Forces** Prep–Year 4 will understand how a push or pull affects how an object moves or changes shape. Years 5–6 will investigate electrical circuits as a means of transferring and transforming electricity. | **Properties of materials** Prep–Year 2 will investigate combinations of different materials and give reasons for the selection of particular materials. Years 3–6 will investigate physical properties of materials and consider how these properties influence particular purposes. |
| **Year B** | **Sky and space** Prep–Year 2 will describe the observable features of a variety of landscapes and skies. Years 3–6 will use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. | **Features of living things** Prep–Year 4 will make links between external features of living things and the environments in which they live. Years 5–6 will analyse the structural features and behavioural adaptations that assist living things to survive in their environment. | **Light and Heat + Electricity** (Yr 5/6) Prep–Year 2 will explore sources of light and sound. Years 3–6 will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. | **Changing Matter** Prep–Year 2 will explore how everyday materials can be physically changed in a variety of ways according to their properties. Years 3–6 will understand how a change of state between solid and liquid can be caused by adding or removing heat. |

Source: https://det-school.eq.edu.au/resources/c2c/digital-guide/file.php?t=97&id=1615
**Only A cycle (Units 1, 2 and 3) published online as at 15/07/2020**

| | |
|---|---|
| **Implementation** | Year A = odd years (ie 2021), Year B = even years (2022) |
| **P-6 Model Science Digital Guide** | https://det-school.eq.edu.au/resources/c2c/digital-guide/science/smallschool.php Includes links to: <ul><li>Assessment Overview</li><li>Achievement standard mapping</li><li>Unit resource overviews</li><li>Assessment alignment planner</li><li>Assessments tasks/GTMJ for each year level</li></ul> |
| **Year Level Plans** | Curriculum overview, Summative assessment, achievement standard mapping https://det-school.eq.edu.au/resources/c2c/digital-guide/file.php?t=97&id=1615 |
| **Australian Curriculum Achievement Standards** | https://det-school.eq.edu.au/resources/c2c/digital-guide/science/achievement.php |
| **C2C Unit and Assessment Mapping** | https://det-school.eq.edu.au/resources/c2c/digital-guide/science/units.php |
| **Scope and Sequence** | https://det-school.eq.edu.au/resources/c2c/digital-guide/science/scope.php  The scope and sequence documents contain interactive elements and are designed to be used on screen. <ul><li>Science Understanding,  Science as a Human Endeavour Science Inquiry Skills</li></ul> |
| **Lesson Calendar tool** | https://det-school.eq.edu.au/resources/c2c/digital-guide/science/lessons.php |

# Humanities and Social Sciences (HASS)

The P–6 Curriculum Planning Model for HASS is based on a two-year A/B cycle of C2C HASS units. Each cycle consists of four units that have been chosen to ensure a range and balance of text types and assessment types across the year. For Years P-2, HASS combines the subjects of History and Geography with the addition of Civics and Citizenship from Year 3 and Economics and Business from Years 5 to 6.

| | Semester 1 | Semester 2 |
|---|---|---|
| **Year A** | Unit 1 Australia past and present<br>Prep–Year 2: Students will investigate their personal history, including their own family backgrounds and relationships, and present stories about personal and family events from the past. Students will investigate a person, site or event of significance in their local community. They will explore how changes in technology have shaped daily life.<br><br>Yrs 3-6: Students will investigate the experiences of European explorers, convicts, settlers and Australia's first peoples; and the impact of colonisation, federation and migration on the lives of different groups of people in the past. They will examine key people, events and values that shaped Australian society and its system of government and citizenship | Unit 2 Connections to places<br>Prep–Year 2: Students will explore the places where they live and their connection to places. They will recognise that the world is divided into geographic divisions.<br><br>Years 3–6: Students will investigate features of places, and compare human and environmental characteristics of places. They will explore why some places are special to people, the interconnectedness of people, places and the environment, and the importance of using places sustainably and in ways that benefit the community. |
| **Year B** | Prep–Year 2: Students will investigate their personal history and identify and describe important dates and changes in their own lives. Students will explore important personal and family events. They will compare aspects of their daily lives with people in the past.<br><br>Years 3–6: Students will investigate commemorations and celebrations that take place in their community and explore what aspects have changed and remained the same over time. They will explore how to make decisions democratically, why we have rules in our community and why people contribute to their community. Students will examine key events related to the development of British colonies in Australia after 1800 and explore the Australian gold rushes from different groups of people's perspectives. They will explore democracy in Australia and the legal system. | Prep–Year 2: Students will explore what places are like and what makes them special. They will recognise the features of places and collect data about observations of a local place. Students will represent places using pictorial maps; use the language of direction and location; and respond to questions about activities and the care of places.<br><br>Years 3–6: Students will explore the characteristics of places from the local to national scale, and how and why places are similar and different. They will identify the connections between people and places and investigate how people and environments influence one another. Students will examine how to distinguish between needs and wants and investigate how different types of resources are used to satisfy these. They will investigate factors that influence consumer choices. |

Source: https://det-school.eq.edu.au/resources/c2c/digital-guide/file.php?t=97&id=1633
**Only A cycle and B cycle (Unit 1) published online as at 04/06/2020**

| | |
|---|---|
| **Implementation** | Year A = odd years (ie 2021), Year B = even years (2022) |
| **P-6 Model HASS Digital Guide** | https://det-school.eq.edu.au/resources/c2c/digital-guide/hass/smallschool.php<br><br>Includes links to:<br>• Assessment Overview<br>• Unit resource overviews<br>• Assessment alignment planner<br>• Assessments tasks/GTMJ for each year level |
| **Year Level Plans** | Curriculum overview, Summative assessment, achievement standard mapping<br>https://det-school.eq.edu.au/resources/c2c/digital-guide/file.php?t=97&id=1634 |
| **Australian Curriculum Achievement Standards** | https://det-school.eq.edu.au/resources/c2c/digital-guide/hass/achievement.php |
| **C2C Unit and Assessment Mapping** | https://det-school.eq.edu.au/resources/c2c/digital-guide/hass/units.php |
| **Scope and Sequence** | https://det-school.eq.edu.au/resources/c2c/digital-guide/hass/scope.php<br>The scope and sequence documents contain interactive elements and are designed to be used on screen.<br>• History — Historical Skills \| Historical Knowledge and Understanding<br>  Geography — Geographical Inquiry Skills \| Geographical Knowledge and Understanding |

# Health and Physical Education

The learning area Health and Physical Education is to be provided across all year levels Prep to Year 6, every year. It is a school based decision regarding its implementation and time allocation across the year levels; however, it has a recommendation of up to 80 hours per year level per year. Specific units of work for Health and Physical Education have not been created for Multilevel because of its band plan structure. A balance of both Health units and Physical Education units need to be provided throughout the year.

Personal, social and community health (PSCH) Movement and physical activity (MPA)

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|---|
| **Prep — PSCH** | I can do it! | I am Growing and changing | Looking out for others | I am safe |
| **Prep — MPA** | Let's get moving | Catch that bean | Who wants to play? | Animal groove |
| **Year 1 — PSCH** | A little independence | Good choices, healthy me | We all belong | My safety, my responsibilities |
| **Year 1 — MPA** | Playing with balls | I'm a 'balliever' | Catch me if you can | Equipped to move |
| **Year 2 — PSCH** | My classroom is healthy, safe and fun | Our culture | Stay safe | Message targets |
| **Year 2 — MPA** | Swim and gym | They keep me rolling | Ropes and rhymes | What's your target? |
| **Year 3 — PSCH** | Good friends | Feeling Safe | Healthy futures | I am healthy and active |
| **Year 3 — MPA** | Scoot Scoot | Take your marks, get set, play | Having a ball! | Pump it! |
| **Year 4 — PSCH** | Making healthy choices | Culture in Australia – Positive interactions | Health channels | Netiquette and online protocols |
| **Year 4 — MPA** | Superstars | Athletic spectacle | Bat, catch, howzat! | Let me entertain you |
| **Year 5 — PSCH** | Emotional interactions | Healthy habits | Multicultural Australia | Growing up |
| **Year 5 — MPA** | Play2Rhythm | Tchoukball | Built for B-Ball | UNITE |
| **Year 6 — PSCH** | Who influences me? | Let's all be active | What am I drinking? | Transitioning |
| **Year 6 — MPA** | Surf or turf | Fitness fun | 'All codes' football | Over the net |

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|---|---|
| **Unit implementation** | School based decision (refer to Appendix A: Whole School Curriculum Plan and Appendix B: Year and Band Planning) |
| **Band Plans** | <ul><li>Prep (DOCX)</li><li>Years 1–2 (DOCX)</li><li>Years 3–4 (DOCX)</li><li>Years 5–6 (DOCX)</li></ul> |
| **Achievement Standards** | https://det-school.eq.edu.au/resources/c2c/digital-guide/hpe/achievement.php |
| **Planning Overviews** | https://det-school.eq.edu.au/resources/c2c/digital-guide/hpe/scope.php |
| **Unit Mapping** | https://det-school.eq.edu.au/resources/c2c/digital-guide/hpe/units.php |

# Technology

Technologies subjects (Design and Technologies and Digital Technologies) are to be provided across the year levels from Prep to Year 6 at least once during primary schooling. It is a school based decision regarding its implementation and time allocation across the year levels. Specific units of work for Technologies have not been created as multilevel because of its band plan structure.

| | Design and Technologies | | | | Digital Technologies | |
|---|---|---|---|---|---|---|
| | **Unit 1** | **Unit 2** | **Unit 3** | | **Unit 1** | **Unit 2** |
| P-2 | Engineering principles and systems: Spin it! | Food and fibre production and Food specialisations: Grow, grow, grow | Materials and technologies specialisations: It's showtime! | | Computers: Handy helpers | |
| 3-4 | Materials and technologies specialisations: Repurpose it | Food and fibre production and Food specialisations: What's for lunch? | Engineering principles and systems: Pinball paradise | | What digital systems do you use? | What's your waste footprint? |
| 5-6 | Food specialisations: Quench | Engineering principles and systems: Hands off | Food and fibre production: Sow and grow | Materials and technologies specialisations: Design for nature | A-maze-ing digital designs | Data changing our world |

| | |
|---|---|
| **Implementation** | School based decision (refer to Appendix A: Whole School Curriculum Plan and Appendix B: Year and Band Planning) |
| **Achievement Standards** | https://det-school.eq.edu.au/resources/c2c/digital-guide/technologies/achievement.php |
| **Scope and Sequence** | https://det-school.eq.edu.au/resources/c2c/digital-guide/technologies/scope.php |
| **Unit and Assessment Mapping** | https://det-school.eq.edu.au/resources/c2c/digital-guide/technologies/units.php |

# The Arts

The Arts subjects (Dance, Drama, Media Arts, Music, Visual Arts) are to be provided across the year levels from Prep to Year 6 at least once during primary schooling. It is a school based decision regarding its implementation and time allocation across the year levels. Specific units of work for The Arts have not been created for Multilevel because of its band plan structure.

| | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|---|---|---|---|
| P-2 | Dance | Dancing characters | Shape dance | Dancing seasons | Cultural dance | Action stories |
| | Drama | My place | Performing poetry | Shopping role plays | Drama stories from the past | Stories come to life |
| | Media Arts | Family stories | Look again | Family portraits | Self | What can you hear? |
| | Music | Let's sing and play together | Save the world | Different places | Music in our new world | Musical stories |
| | Visual Arts | New stories | Up, down and all around | What are you thinking? | Stormy clouds | Reinventing objects |
| 3-4 | Dance | Celebrating dance | Dance messages | Wildlife warriors | | |
| | Drama | Dramatic traditions | Country/Place | Exploring issues through drama | | |
| | Media Arts | Persuade to protect | Poetry in motion | On the cover | | |
| | Music | Let's celebrate, let's remember | Songs of Australia | Musical characters and action | | |
| | Visual Arts | Meaning in found objects | Tiny worlds | Patterns in the playground | | |
| 5-6 | Dance | Symmetry and dance | Dance landscapes | Adventures in dance | | |
| | Drama | Natural disasters | My hero | Performance and design — Transformations | | |
| | Media Arts | Light and shadow | Documentary — what's the story | Music video | | |
| | Music | Going to the movies | Around the world with music | Rhythmic riot | | |
| | Visual Arts | The animal within | Say it with art | Design process | | |

| | |
|---|---|
| **Implementation** | School based decision (refer to Appendix A: Whole School Curriculum Plan and Appendix B: Year and Band Planning) |
| **Achievement Standards** | https://det-school.eq.edu.au/resources/c2c/digital-guide/arts/achievement.php |
| **Scope and Sequence** | https://det-school.eq.edu.au/resources/c2c/digital-guide/arts/scope.php |
| **Unit and Assessment Mapping** | https://det-school.eq.edu.au/resources/c2c/digital-guide/arts/units.php |

# Languages

Year 5 and 6 students are taught Languages through School of Distance Education. They participate in one 60 minute Languages lesson a week online with their teacher. Some schools have a school based specialist deliver lessons face to face.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
|--------|--------|--------|--------|--------|--------|--------|--------|
| What's in a name? | What is a family? | What are personal spaces? | How do we play? | What is character? | What is change? | What is school life? | What do my interests say about me? |

| Implementation | School based decision (refer to Appendix A: Whole School Curriculum Plan and Appendix B: Year and Band Planning) |
|---|---|
| Achievement Standards | https://det-school.eq.edu.au/resources/c2c/digital-guide/languages/achievement.php |
| Scope and Sequence | https://det-school.eq.edu.au/resources/c2c/digital-guide/languages/scope.php |
| Unit and Assessment Mapping | https://det-school.eq.edu.au/resources/c2c/digital-guide/languages/units.php |

# Managing risks in school curriculum activities

The Managing risks in school curriculum activities (or CARA) procedure requires schools to provide risk assessment documentation to demonstrate how risks and hazards have been identified, assessed and controlled when conducting curriculum activities.

## CARA risk matrix

The **CARA risk matrix** is used to assist in determining **risk levels** of curriculum activities.

Consider the activity in terms of the **likelihood** of an incident occurring, in conjunction with the **consequence** (or injury) if the incident did occur.

The result of these two considerations is the risk level.

**Consequence if an incident were to occur**

| Likelihood of an incident occurring | INSIGNIFICANT<br>Injury requiring no treatment. | MINOR<br>Injury requiring first aid treatment. | MODERATE<br>Injury requiring medical treatment | MAJOR<br>Injury requiring specialist medical treatment or hospitalisation. | CRITICAL<br>Injury resulting in loss of life or permanent disability. |
|---|---|---|---|---|---|
| **ALMOST CERTAIN** Expected to occur in most circumstances | Medium | Medium | High | Extreme | Extreme |
| **LIKELY** Will probably occur in most circumstances | Low | Medium | High | High | Extreme |
| **POSSIBLE** Might occur occasionally | Low | Medium | High | High | High |
| **UNLIKELY** Could happen at some time | Low | Low | Medium | Medium | High |
| **RARE** May only occur in exceptional circumstances | Low | Low | Low | Low | Medium |

The procedure supports schools in identifying potential hazards, assessing risks and implementing control measures. This helps to keep everyone safe when conducting curriculum activities as part of the delivery of curriculum in Queensland state schools.

Individual teachers and cluster schools identify and assess risks for all activities conducted as part of curriculum delivery and record at the local level risk assessment documentation for the activity as part of the three levels of planning (unit planning). The CARA Mandatory Training is completed annually at the local level by school-based staff involved in the delivery and approval of curriculum activities in schools.

Curriculum Activity Risk Assessment (CARA) records in OneSchool to demonstrate how they identify, assess and control reasonably foreseeable risks when conducting curriculum activities.

The CARA planner must be used when planning curriculum activities.

A summary of risk assessment documentation is included in Year Level plans for each Learning Area.

https://education.qld.gov.au/curriculum/school-curriculum/CARA

# Differentiation

Differentiation is an educational response that accommodates the diverse needs, interests and current level of readiness of students. Teachers teach the curriculum informed by student performance data to support the continuous improvement of student achievement. In differentiating, teachers scaffold challenging new learning, foster independence and reflect a shared belief that all students can achieve or surpass curriculum expectations. Differentiated teaching and learning relies on a deep understanding of the Australian Curriculum.

Teachers will collaboratively develop Individual Curriculum Plans for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas for the reporting period. They will provide for students with additional learning support needs as well as provide for students with disability and for gifted and talented students. Teachers will also provide for students learning English as an additional language or dialect (EAL/D).

The key to differentiation is planning by teachers for all learners. This planning must be informed by the analysis of data from feedback, ongoing monitoring and assessment. In their day-to-day teaching, classroom teachers place a high priority on identifying and addressing the learning needs of individual students.

When planning for focused teaching to meet all students' learning needs, teachers ensure that all students, including high-achieving students, are appropriately engaged, challenged and extended.
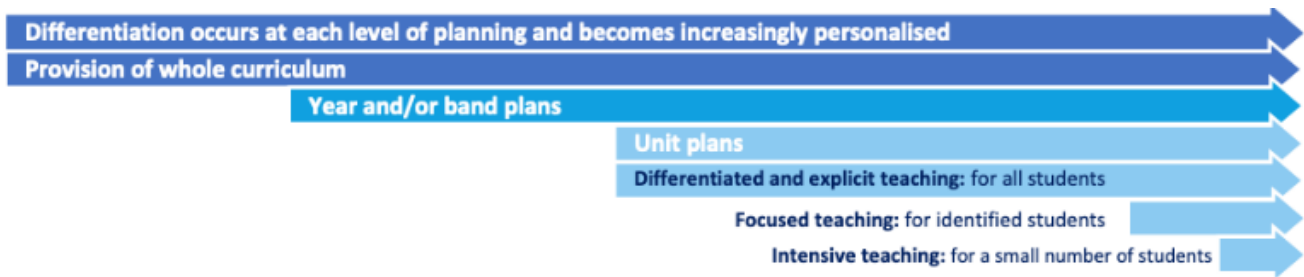


**Individual Curriculum Plans**
An Individual Curriculum Plan (ICP) is used to record curriculum decisions for students who are a higher or lower year level of the Australian Curriculum than their age Learning Area, or for all Learning and Subjects. An ICP may be needed for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas for the reporting period, such as students: with a disability; with learning difficulties; who are gifted and talented.

For more information about approaches to differentiation, including the use of explicit, focused and intensive teaching practices refer to:
https://education.qld.gov.au/curriculums/Documents/school-approach-to-differentiated-teach-and-learn.pdf

Additional Resources to support inclusive practices:
- Inclusive education policy
- Every student with disability succeeding
- A whole school approach to differentiated teaching and learning
- Students with disability
- Curriculum provision to gifted and talented students
- English as an additional language or dialect (EAL/D) students
- Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners

# Pedagogy

**School values and beliefs about teaching and learning**
We work together to practise and perfect our skills in implementing the teaching strategies and methods identified in our whole school approach to pedagogy. These strategies are evidence-based and highly effective when well implemented.

It is through practice, professional support and feedback that we build our teaching skills and continually refine and perfect the art of teaching. Our teaching is focused on improving student learning and achievement – the effectiveness of what and how we teach ultimately must be assessed through monitoring student progress and learning.



**Student improvement**
Schools have an intentional approach to improvement which aims to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Individual school procedures, practices and strategies for teaching, differentiating, monitoring, assessing, moderating are detailed in Appendix C: Pedagogy.

**Professional learning and instructional leadership**
Professional learning and instructional leadership support consistent whole school pedagogical practices in order to monitor and increase the sustained impact of those practices on every student's achievement. Induction, coaching, mentoring and support for teaching and learning is required for all staff.

In our school this may take many forms: online; pairing; whole group; Communities of Practice; face to face; teleconference; video conference; instructional rounds; discussions; observations; readings; research; within the cluster; out of the cluster; formal and informal. All staff need feedback on their teaching practices. This can be achieved via instructional rounds, videos or one on one observations.

Age-appropriate pedagogies support early years teachers to apply a range and balance of teaching approaches and characteristics of quality teaching in their classroom practice. Teachers are supported to align curriculum, age-appropriate pedagogies and assessment to maximise children's engagement in learning and to enhance outcomes.

The Australian Curriculum clearly defines what is to be taught and teachers use their knowledge of children's interests, strengths and capabilities to identify the most effective way to teach curriculum content. Children learn best when they are actively engaged in purposeful learning experiences.

# Homework

Homework is an important part of the school curriculum. Banana State School has its own specific homework policy. Homework provides students with opportunities to consolidate their classroom learning, develop good study habits and involve family members in their learning. All homework set is relevant to the current learning students are engaging in during the school day.

Education Queensland supports homework and has developed a sliding scale of how much homework students in various year levels should expect. We believe that the homework provided by the school is the minimum amount of work that students should do outside of hours. We also believe that the amount of homework provided and the timelines for completion are reasonable.

Time required to complete homework:
- In the Prep Year, generally students will be set reading and sight word homework.
- In Years 1, 2 and 3, set homework could be up to but generally not more than 1- 2 hour per week.
- Homework in Year 4 and Year 5 could be up to but generally not more than 2-3 hours per week.
- Homework in Year 6 could be up to but generally not more than 3-4 hours per week.

https://education.qld.gov.au/curriculums/Documents/homework.pdf

# Health and Wellbeing

It is important to foster the social and emotional wellbeing of students and promote resilience within our rural and remote students. At our school, explicit Health and Wellbeing education is delivered as part of the implementation of the Australian Curriculum. Additionally, cluster wide programs enable students to develop social skills with age peers through peer-mentoring and role modelling, teamwork and citizenship with a focus on developing the whole student.

Our Health and Wellbeing activities support the social development and participation of students which will:
- actively support students in developing personal identity, self-esteem and a positive self-image.
- assist students to develop sound relations and empathy with others.
- construct learning experiences in which students assess and plan their personal futures.
- support students by providing appropriate pastoral care across a range of activities.

Alcohol and other drugs education program
https://learningplace.eq.edu.au/cx/resources/file/061f8042-83c3-44d3-be7e-ee7d3957f4b2/1/index.html

Respectful relationships education program
https://learningplace.eq.edu.au/cx/resources/file/6956a602-d160-4946-88ab-9de60c000ee4/1/index.html

Daniel Morcombe child safety curriculum
https://learningplace.eq.edu.au/cx/resources/items/23c8dc44-e367-b13d-e85a-0336f75a4c9b/2/viewIMS.jsp

**Water safety and/or learn to swim**
Queensland state primary schools are required to offer a water safety and swimming program. Participation in these programs by students is not compulsory and parents can choose for their students not to participate. Each year, our swimming programme is generally offered in Term 4 each year, dependent on the availability of the pool in Moura. Students will be assessed using the achievement standards from the Australian Curriculum: Health and Physical Education.

The Department of Education has developed a water safety and swimming education program (WSSEP) for Prep to Year 10. Eight lessons of instruction and skill development support a whole-school approach to water safety and swimming education.
https://education.qld.gov.au/curriculum/stages-of-schooling/water-safety-and-swimming
https://learningplace.eq.edu.au/cx/resources/items/02e2b3b1-2180-4e35-8480-e49f6a44bb44/11/viewIMS.jsp

# Assessment

Assessment is an integral component of systematic curriculum delivery. Our teachers plan and implement assessment to monitor and gather evidence of student learning and achievement against the relevant Australian Curriculum Standards. Schools use assessment and reporting data to provide the curriculum in a way that supports continuous improvement in student learning and achievement.
https://education.qld.gov.au/curriculums/Documents/assessment-moderation.pdf

Additional resources can be found on the Assessment and Moderation Hub located at:
https://learningplace.eq.edu.au/cx/resources/file/76fcf9c5-4485-4fa1-9981-19073ca3865b/1/index.html

The Assessment and Moderation Hub contains information and resources for:

- building an assessment culture responsive to the needs of learners
- planning and designing standards-based assessment using the relevant achievement standards
- making judgments about student achievement
- using a whole school approach to moderate assessment
- using student assessment and reporting data.
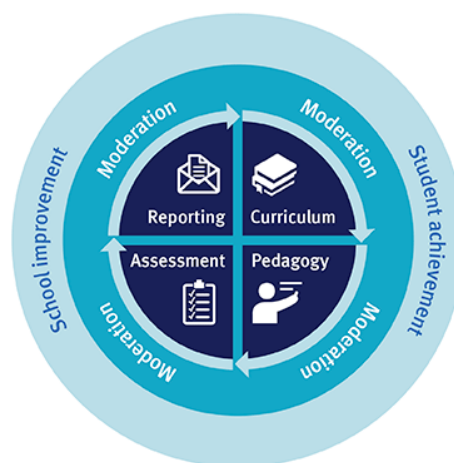
**Assessment Year/Band plans**
Differentiated teaching and learning is planned in the year and/or band plans for each learning area and/or subject in response to the diverse needs of all the students in the cohort and shows:

- effective coverage of the relevant achievement standards in response to assessment and reporting data
- the number and sequence of units suitable for coverage of the relevant achievement standard, ensuring that the cognitive demands of the
- units follow a developmental sequence
- whether there are to be multiple opportunities for particular aspects of the achievement standard to be assessed
- flexibility in the choice of resources that supports the delivery of the learning area and/or subject
- the range and balance of summative assessment including the types and conditions suitable for equitable access for all students.

# Formative Assessment

Formative assessment provides evidence to monitor and provide feedback on student learning; and informs differentiation of teaching and learning. It is not used in reporting of student academic achievement. Student progress is monitored using formative assessment in Prep to Year 6 including monitoring tasks, diagnostic tools and standardised assessment.

- **Monitoring tasks** gather information and track student progress against the relevant achievement standards.
- **Diagnostic tools** gather further evidence of student learning progress and to inform teaching and learning.
- **Standardised assessments** measure students' understandings and skills, developed over time by teaching the curriculum, against national standards.

# Summative Assessment

Summative assessment provides evidence of student learning against the relevant achievement standards for each learning area and/or subject in Prep to Year 6.

Summative assessment data is used by:
- **students and parents/carers** to monitor student performance against the relevant achievement standards for each learning area and/or subject in each year and/or band
- **teachers,** as evidence to support professional conversations and moderation processes; and to identify and respond to problems of practice
- **schools,** as part of the School Improvement Model, to triangulate against other informing evidence; and to identify strengths and weaknesses in systematic curriculum delivery and set improvement goals.

Within our school, we:
- Specify the summative assessment for each learning area and/or subject in each semester taught.
- Administer summative assessment, for the purposes of reporting to parents/carers, and to gather evidence against the relevant achievement standards.
- Use marking guides, that use the relevant achievement standards and assessable elements, to judge the quality of the evidence of student achievement demonstrated in the assessment.
- Maintain an assessment folio for each student in each learning area and/ or subject. An assessment folio contains student responses to summative assessments.
- Use the student's assessment folio, at the end of each semester, to determine the overall level of achievement in each subject using the appropriate five point scale.

A records retention and disposal schedule provides guidance and explanation about minimum retention periods for the retention and disposal of the departments public records.
https://intranet.qed.qld.gov.au/Services/InformationTechnology/information-management/information-management-toolkit/recordkeeping/records-retention-disposal-overview/Pages/retention-disposal-schedules.aspx

# Special provisions

Special provisions in the conditions of assessment are applied consistently across the school.

All students are entitled to demonstrate their knowledge, understanding and skills in response to assessments. Our teachers support all students 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 to curriculum delivery.

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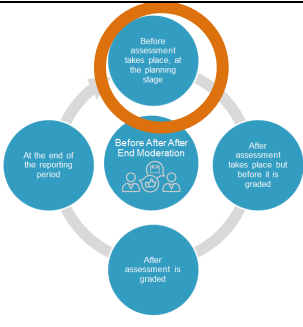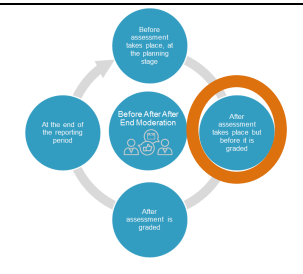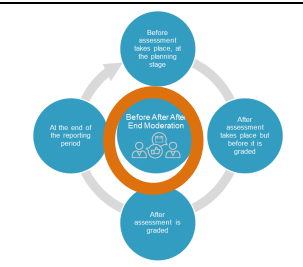
Special provisions in the conditions of assessment may include:
- **presentation** – changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.
- **response** – allowing students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

# Moderation

Moderation processes align curriculum, pedagogy, assessment and reporting; it promotes professional conversations and builds teaching expertise, provides consistency to the delivery of curriculum and assessment, and informs differentiation to meet individual student needs. Assessment and moderation is planned as part of the whole school curriculum, assessment and reporting plan and is included in each of the three levels of planning.

It is an expectation at our school that every teacher is committed to the before, after, after end moderation process. This process promotes a shared understanding of the curriculum, pedagogy and assessment processes to be used to ensure all students are able to access their curriculum entitlement and be rated against the relevant achievement standard. Moderation is viewed as an iterative and cyclical process, rather than an event, and teachers moderate each term in the learning area agreed to in the annual moderation schedule. The phases of moderation are described below:

| | | |
|---|---|---|
|  | **Before** assessment takes place, at the planning phase (known as pre-moderation) | Moderation at this stage involves teachers:<br>• reviewing student performance to identify strengths and areas for improvement common to groups of students;<br>• establishing priorities to enable students to develop their learning cognisant of the expected achievement standard;<br>• using an understanding of the Australian Curriculum achievement standards to inform assessment design and plans for teaching and learning detailed in the unit plan. |
|  | **After** the task is completed, but before it is graded | Calibration moderation ideally occurs using:<br>• de-identified sample student responses;<br>• shared understandings about the alignment between curriculum, pedagogy, assessment and reporting;<br>• a structured process for matching evidence of student achievement to the task-specific standards descriptors for each assessable element on the marking guide. |
|  | **After** assessment is graded (consensus) | Moderation at this stage involves teachers **confirming** their judgments and **refining** them if necessary.<br><br>Consensus moderation ideally occurs after assessment is graded using:<br>• a small sample of student responses that represent A-E standards;<br>• shared understandings about the alignment between curriculum, pedagogy, assessment and reporting;<br>• a structured process for matching evidence of student achievement to the task-specific standards descriptors for each assessable element. |
|  | At the end of the reporting period (folios) | Moderation at this stage involves teachers using the student's assessment folio, at the end of each semester, to determine the overall level of achievement in each subject using the appropriate five-point scale. |

The Assessment and Moderation Hub provides further information for schools including examples and resources. https://learningplace.eq.edu.au/cx/resources/file/76fcf9c5-4485-4fa1-9981-19073ca3865b/1/index.html

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# Reporting

Students receive formal written reports at the end of each school semester. We formally communicate information to parents, carers and students about student achievement and progress in each learning area/subject based on the decisions taken by our school in the provision of the curriculum and using the five point reporting scale in the reporting template in OneSchool.

Our written reporting for all learning areas includes a comparative assessment based on the achievement standard, a rating for effort and a comment about the student's progress and how he/she can improve further. A general overall comment is also provided, along with a general rating for behaviour.

The reporting scale for each year level:

|  | Prep | Years 1 – 2 | Years 3 – 10 |
|---|---|---|---|
| Achievement | ▪ Applying<br>▪ Making Connections<br>▪ Working With<br>▪ Exploring<br>▪ Becoming Aware | ▪ Very High<br>▪ High<br>▪ Sound<br>▪ Developing<br>▪ Support Required | ▪ A<br>▪ B<br>▪ C<br>▪ D<br>▪ E |

A parent-teacher interview is offered at the beginning of the school year, to discuss goals for learning. Interviews are also offered after Semester 1 reporting.

Informal reporting to parents is used to communicate goals and targets, strategies used to reach goals. It may also take the form of discussion of informative assessment. This is all subject to the privacy of individual students being maintained.

For more information refer to:
https://education.qld.gov.au/curriculums/Documents/policy-reporting.PDF