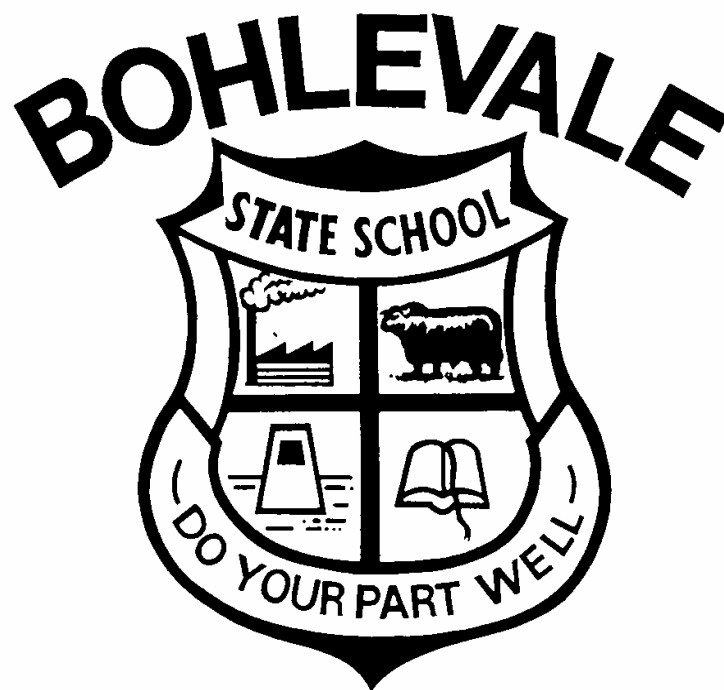


**BOHLEVALE STATE SCHOOL
CURRICULUM PLAN
2009**



Bohlevale State School Curriculum Plan

Our curriculum is designed to give students quality learning and opportunities to become lifelong learners

Integrated Units

KLA Syllabuses

Science, SOSE, HPE, The Arts, Technology, English, Mathematics

Whole School Programs

Mathematics Program- Go Maths
Spelling Program- Soundwaves

Stand Alone

Music, LOTE, Physical Activity

Planning

Year level pre-planning meetings will produce four integrated units per year level. Key authors from each year level will meet with HOC to fine tune unit planning. Students will cover all the essential learnings over a two year period. Essential learnings from the different levels are covered within the integrated units of work and are aligned with the trial cluster plan. Teachers plan quality, intellectually challenging and rigorous assessment tasks, criteria sheets and learning experiences for their students and make modifications if necessary.

Supportive Environment

You Can Do It
Responsible Behaviour Plan
Special Needs Program

Gifted Education

Athletic Development
The Arts activities
Optiminds
Science
Technology

Lifelong Learners

Think
Investigate
Create
Participate
Problem solve
Communicate
Reflect

Monitoring and Reflecting

Teachers will reflect on the teaching and monitor the learning episodes throughout each unit and at the end of term in year level meetings. Adjustments to units are made at this time to ensure quality learning for students.

Teaching and Learning

At Bohlevale State School successful teaching and learning comes from:

- Quality planning
- Explicit teaching
- Engaging, real world learning experiences
- Supportive environment

Assessment and Reporting

In each unit the Essential Learnings will generate quality and intellectually challenging assessment tasks. A range of assessment techniques will be used throughout each unit. Teachers will moderate major assessment tasks across year levels. Reporting will occur formally four times a year to parents with two reports being written and two communicated orally.

Priorities

Literacy
Numeracy
Behaviour Management
Skills

Professional Development

Numeracy
Literacy
Behaviour Management

Outcome Statement

Students will be able to apply their knowledge and skills as lifelong learners to the real and ever changing world.

Bohlevale State School
Curriculum Plan
2009

School Curriculum Plan

At Bohlevale State School our curriculum plan aims to provide all students with quality learning through all of the key learning areas. We believe in a whole-school approach to the curriculum which is supportive and well resourced, increases student engagement and enjoyment in learning, and provides opportunities for students to become lifelong learners.

Core Learning

The Essential Learnings and Standards are the basis of all learning experiences at Bohlevale State School. The Essential Learnings cover Ways of working and specific knowledge and understanding in each KLA. The curriculum plan will:

- provide consistency in learning and teaching across year levels
- help students progressively move through the Essential Learnings
- make sure students goals are achievable and cater for individual needs
- improve implementation of learning experiences
- create and support a team approach to teaching and learning

Results of the curriculum plan will be shown by, students becoming knowledgeable lifelong learners who can think, investigate, create, participate, problem solve, communicate and reflect. In the short term, they will be reflected in the QCAT tasks, NAPLAN testing, diagnostic continua and standards reached by individuals and cohorts.

- Organisation of the curriculum is through an integrated approach of the KLA's with Mathematics and Science being stand alone areas.
- Literacy implementation has been and remains a priority for Bohlevale State School and is acknowledged in the planning and teaching of units. The literacy's within each KLA are also acknowledged through integrated units and remains a priority at Bohlevale to fully imbed the teaching and learning of cross curricula literacy's.
- Mathematics is a priority and implementation of this KLA will continue through to the end of 2009 via the Go Maths program, maths investigations, practicing of maths facts and continual revisiting of keys maths concepts.
- As the school is organised into year level classes, collaborative planning by teachers of the same year level is essential for consistency in learning and the development of students.
- The planning of integrated units is overseen by the Head of Curriculum (HOC), four times a year.
- All year level teachers refer to the trial cluster plan and hold several pre-planning discussions. A teacher is nominated from each year level as the "key author" and is released to fine tune the unit plan with the HOC.
- During the term teachers meet to support each other with the implementation of the learning experiences, moderation of standards and reviewing of planned learning experiences to ensure all students are accessing the curriculum and reaching their potential. Planning as a team ensures the integrated units are diverse and cover the needs of all types of learners.
- Unit plans integrate all the KLA's, where possible, with an emphasis on literacy. Even though the Essential Learnings are split across the grades students who may be above or below the outcome level are catered for with Individual Education Programs (IEP).
- Specific year levels are responsible for the different Essential Learnings and for planning purposes the Essential Learnings are arranged as follows:

Prep	Early Years Curriculum including pre-numeracy and literacy skills
Grades 1 - 3	Essential Learnings completed by grade 3
Grades 4 – 5	Essential Learnings completed by grade 5
Grades 6 – 7	Essential Learnings completed by grade 7

- The Essential learnings across all the KLA's are mapped to ensure students are covering all Essential Learnings over a two or three year period. Students in grades 1 – 3 engage in approximately 9 units for the Essential Learnings. Students in grades 4 – 7 engage in 6 units over a two year period for the Essential Learnings.

Aims/Goals

- continued implementation of Go Maths program as well as maths investigations, practicing of maths facts and continual revisiting of key maths concepts.
- Implementation and evidence of literacy training in planning
- Implement and follow scope and sequence for all KLA's
- All KLA's are to be covered each Semester.
- Whole school to implement 4 units in 2009 in line with trial cluster plan..
- 4-7 teachers, and new teachers to lower school are to receive literacy training and to start implementing skills within their classrooms
- Review all of the KLA's through an audit of the Essential Learnings to ensure they have been implemented fully.

Productive Pedagogies

Agreed Statement

At Bohlevale State School productive pedagogies are used as a teaching and reflecting strategy within the classroom learning experiences. Pedagogies assist teachers with; reflecting on current teaching practices, designing curriculum and learning experiences and individualising learning for specific student needs.

Teaching strategies will promote the four dimensions and the twenty productive pedagogies:

- Recognition of Difference- cultural knowledge, inclusivity, narrative, group identity, active citizenship
- Connectedness- knowledge integration, background knowledge, connectedness to the world, problem-based curriculum
- Intellectual Quality- higher-order thinking, deep knowledge, deep understanding, substantive conversation, knowledge as problematic, metalanguage
- Supportive Classroom Environment- student direction, social support, academic engagement, explicit quality performance criteria, self-regulation

Plan for Pedagogical Reform

- Review the productive pedagogies with all staff in line with the Professional Standards for Teachers
- When designing units of work use the productive pedagogies to ensure a higher and richer level of knowledge and understanding will occur in learning experiences.
- Continued introduction of Teachers Performance Framework throughout school.
- Professional development in areas requiring development
- Accountability for planning and teaching.

Assessment

The purpose of assessment:

- To inform students, parents and wider community members on progress achieved by individual students or groups of students
- To assist in the teaching, planning and refining of learning experiences
- To assist in student development and learning

Some of the Essential Learnings and Assessable Elements in each unit of work will be assessed and moderated by teachers. Assessment items will be an assortment of summative, formative and diagnostic assessment. During planning of units teachers will develop different assessment items and tasks which are designed to give students the opportunity to display what they know and can do.

Techniques used are:

- Observations
- Focused analysis of students work
- Peer and Self assessment

Instruments used are:

- Checklists
- Anecdotal records
- Tests
- Reports
- Discussions
- Role plays
- Performances
- Web designs
- Journals

Assessment tools are:

- Criteria sheets
- Student portfolios
- Student reflections

Professional Development

- QCAR Professional Development will be offered throughout the year to staff
- Other PD will be offered as required by individuals, groups of teachers.

Aims/Goals

- Assessment items in each unit of work with align with the Essentials and in turn, the planned learning experiences.
- Ensure all assessment items are relevant to students and their learning and development needs.
- Ensure all assessable elements from each KLA are covered across the three or two year period.

Reporting

Reporting occurs so student progress within all KLA's, as well as, individual student attributes can be communicated to parents/care givers. Reporting also helps teachers, parents and students to work together as a team to improve student development and learning.

The reporting of student progress occurs four times a year. At the end of term 1 and term 3 teachers hold parent teacher interviews. At the end of term 2 and term 4 written reports and student profiles are sent home to parents/care givers.

Presently written reports are in the form of student profiles which has checklists, work samples and overviews of results for:

- Social/Behaviour Records
- State Reporting – computer copy
- Literacy- reading and comprehension, spelling, inferencing and writing
- Mathematics- Go Maths tests, class work and evidence of maths investigations
- Specialist Lessons and Extra Curricular Activities
- Unit work samples (other KLA's) and assessment tasks

Aims/Goals

- As a school we will need to review and change reporting practices within the school so they align with Education Queensland and QCAR. In 2009 reports will be generated from One School (a government initiative to align QLD reporting) in the form of report cards supported with student work samples.
- Staff to continue professional development on assessment and reporting procedures and changes

- Reporting in units of work will continue to align with the 5 point scale
- Student unit workbooks will be a major part of making final judgements, along with standards given on criteria sheets

DRAFT PLANNING PROCESS FOR 2009

• IDENTIFY CURRICULUM

Overview of cluster plan for year level.

• DEVELOP ASSESSMENT

Class teachers ideas to be shared at year level pre-planning discussions. Select Essential Learnings, devise assessment task/s and task sheet/s showing the steps the students will need to take to achieve the end result and create an assessment marking sheet for each assessment item and ensure they link to the Essential Learnings.

Year level “Key Author” is decided by group and a planning template is drafted. STLD’s and SEP teachers should be included in these discussions.

SEQUENCE TEACHING & LEARNING

- Discuss ideas with class to see what direction they would like to take. Key Essential Learnings will have already been decided by cluster planning, although, there will be room for collaboration on learning experiences.
- Having identified Essential Learnings and developed assessments, for year level, the sequence of teaching and learning needs to be developed with class(teaching partners class if applicable).
- Create sequential learning experiences that develop student’s knowledge and skills. Ensure learning experiences cover the Essential Learnings – Knowledge and Understanding and Ways of Working. Ensure learning experiences develop the attributes of a lifelong learner.
- Select Pedagogy suitable for students and learning experiences. Select appropriate higher order thinking activities.
- Teacher librarian may need to be consulted for resources. Final draft to be shared with HOC.

The “Key Author” attends planning session with HOC. Key Author will be responsible for ensuring that the planning template, criteria and task sheet drafts are completed with input by all year level teachers (draft required prior to HOC planning session)
Teacher librarian may need to be consulted for resources.

• MAKE JUDGEMENTS

Collect student work samples and schedule a moderation meeting mid unit to discuss samples and make judgements re: Are planned learning experiences meeting students needs? Review learning experiences.

• USE FEEDBACK

Complete unit. Assess and moderate with year level teachers. Use feedback of this unit, gathered on individual achievement to improve students learning of the Essential Learnings, as the main discussion item for the next planning meeting.