Monkland State School
Curriculum Plan
2012-2014

Key Curriculum Directions:

1. Continue to Improve and support student learning in Literacy and Numeracy
2. Develop Staff Performance and workplace capacity
3. Connecting with our community
OVERVIEW

A school curriculum framework provides details of the school's alignment to the teaching and learning processes. It promotes a curriculum that maximizes the learning of all students by recognizing and celebrating diversity whilst engaging students in intellectually challenging learning experiences. It ensures our school is clear about the knowledge & understandings and ways of working we value and those we want students to demonstrate. It requires a focus in each classroom in every lesson, every day on developing a deep understanding in every student of the key concepts in each learning area and on using their particular ways of working.

The school's framework takes into account the key capabilities, knowledge skills and values that students are expected to develop throughout their 12 years of state school education outlined in the policy "What State Schools Value: Active and Informed Citizens for a Sustainable World"

It is a 'living' document that will change over time in response to identified need, systemic requirements and achievement of stated goals. This document is designed to be a plan not a syllabus or collection of work programs. It defines this school's approach to five key areas: Intended Curriculum, Enacted Curriculum, Experienced Curriculum, Assessed Curriculum and Achieved Curriculum.

In 2013, the Monkland State School Curriculum Framework will begin to implement Marzano- The Art and Science of Teaching- and begin mapping the ten design questions across our current curriculum framework. An attached Curriculum Map is provided as one of this document's appendix.

Systemic Influences and Resources

HYPERLINKING ALL AREAS

- P-12 Curriculum Framework –Policy & Guidelines for Queensland Schools
- QSA Syllabi
  - English
  - HPE
  - LOTE
  - Science
  - Technology
  - Maths
  - The Arts
- Literacy
- Numeracy
- Early Years Curriculum Guidelines
- Middle Phase of Learning
- Productive Pedagogies
- Professional Standards for Teachers
- Development Performance Framework
- Framework for Public Sector Employees
- Smart Classrooms Framework
- One School
- Smart Moves
- Smart Choices
- QCAR Framework Documents
- Gifted Education
- Indigenous Perspectives
- Students with Disabilities
- ESL
- 3,5,7,9 NAPLAN Testing
- Interim Anaphylaxis Guidelines for Queensland Schools
## School Profile

### Students

Monkland State School is a school with a long tradition of providing quality teaching and learning to students within the Gympie area. From its earliest beginnings in 1883, it has continued to work towards meeting the needs of its community. The school has a very active P&C that supports teaching and learning experiences with a small school multi-age setting. This allows students to work towards their individual potential without being lost in a crowd of students.

As a school we are committed to developing students to engage in all activities and Key Learning areas of the curriculum. Within our community we add our own flavour to programs to encourage student engagement and learning as a complete individual, supporting them in extra curricular activities and sports.

Monkland State School prides itself on recognizing the responsibility and duty of care that we have to the most important members of your family and strive to ensure that students are engaging in the most up to date and positive learning environment possible.

### Staff: The staff is an experienced group who has a commitment to both the school and community

<table>
<thead>
<tr>
<th>Permanent</th>
<th>Visiting Staff</th>
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| Monkland is a band 6 school consisting of 4 classes across the prep to 7 year levels with a teaching Principal. The class break down is:  
- Prep/1  
- 2/3  
- 4/5  
- 6/7  
In 2013 Monkland has adopted a playgroup to help support the enrolment of future prep students to supplement the larger number of older cohorts. The playgroup program is endorsed by PlayGroup Australia. The playgroup leader is school funded for 4 hours a week. Other permanent staff include  
STLaN- 0.4 FTE  
SET- 0.8 FTE  
HPE- 0.16 FTE (internally provided)  
Monkland is also a base school for Guidance officer and Behaviour management staff. |
| Monkland currently utilise music and LOTE from the Itinerate circuit of One Mile State School.  
Music- 0.16 FTE  
LOTE- 0.18 FTE  
Behaviour management and Guidance Officer staff are on a needs basis and are subject to application. |

### Community

Total student enrolments: 78  
Year levels offered: Prep to 7  
Coeducational

The Monkland State School is committed to the development of School Wide Positive engagement for all students. This process develops the school values, direction and positive engagement for all students.

The school community remains committed to develop the school climate to meet the needs of all students and parents in a positive and engaging manner.

Students and parents have regular contact within the school day and all parents are encouraged to participate with their child’s education as an equal partner.

The school facilities, grounds and resources create a wonderful environment for students and families to engage in positive teaching and learning experiences.

There is a positive trend within our school environment with cohesion and commitment to change. The school has also created firm links to reducing its ecological footprint by developing and incorporating water collection and storage tanks. The harnessing of this valuable resource assists with maintaining the school’s ecological preserve during drought conditions.
Students will be grouped in response to individual need and resource capabilities. School based curriculum programs (using National Curriculum and Essential Learning’s) will provide the direction for clearly defined developmental levels allowing each child multiple opportunities to demonstrate learning outcomes. The following table provides a guide for implementation.

<table>
<thead>
<tr>
<th>AREA</th>
<th>PREP</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tbody>
<tr>
<td>NC</td>
<td>C2C- multi-age</td>
<td>C2C- multi-age</td>
<td>C2C- multi-age</td>
<td>C2C- multi-age</td>
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<tr>
<td>ES</td>
<td>Early Years Curriculum Guidelines</td>
<td>Essentials Yr 3 Juncture</td>
<td>Essentials Yr 5 Juncture</td>
<td>Essentials Yr7 Juncture</td>
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National Curriculum: English, Mathematics, Science and History in 2013
Essential Learning’s: SOSE, HPE, The Arts, Technology and LOTE for 2013

Teachers must create purposeful, developmental and aligned curriculum units. Teachers should ensure they are familiar with the below documents and processes before modifying the use of C2C units in English, Math, Science and History. Each class teacher should complete a curriculum Overview on 5 week basis for each year level. These overviews can be adapted to show multi-age groupings and the use of essential learning’s in SOSE, HPE, LOTE, Technology and The Arts. These plans must be made available to other members of the school community (eg: on G drive and MSS webpage) and should:

* Be based on National Curriculum & Standards and school programs (All green text is to be hyperlinked to school based policies)
  - Whole school Literacy Plans
  - Whole school Numeracy Plans
  - Five week curriculum plan
  - Early Years Curriculum Guide
  - Gifted and Talented Education
  - Students With Disabilities
    - Educational Adjustments for Diverse Student Needs
  - ICT Continua of Learning
  - Homework Policy

* Be aligned in such a way that shows the Ways of Working, Knowledge and Understanding, assessment tasks and learning activities C2C Units and KLA unit plans

* Address the balanced framework of productive pedagogies; intellectual quality, recognition of difference, connectedness, supportive environment.

* Should map all KLA Essential Learning’s over the period of each child’s juncture (Yr3,5,7) of primary education. [five week curriculum plan]

* Allow for individual differences and needs of students to ensure multiple opportunities to achieve and consolidate intended curriculum. This would include appropriate modifications to engage students with special learning needs.

* Integrates Information and Communication Technologies, Numeracy and Literacy into each learning unit.

* Incorporate indigenous perspectives that reflect ATSI points of views in appropriate units of work.

* Provide opportunities for all students to develop capabilities and values- active and informed citizenship (healthy, informed, creative, democratic and eco-citizenship)
**Staff**

- Staff needs to ensure that they engage in professional development that improves their current skill level and is consistent with school goals. Teachers should utilize an array of teaching strategies to best suit the individual, group or class learning styles and abilities. [Development Performance Framework]
- Learning is organised into broad KLA units with some amount of integrations. Task attached to these units should have real-world contexts/problem solving which build understanding and connectedness between local and global issues. Teachers should ensure they have high expectations for classroom behaviour and academic engagement with children working towards becoming self-disciplined students.

**Strategies**

The balance theoretical framework of “Productive Pedagogies” provides guidelines for the type of teaching strategies used by our school:

<table>
<thead>
<tr>
<th>Intellectual Quality</th>
<th>Connectedness</th>
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<tbody>
<tr>
<td>Higher order thinking- development of thinking skills / strategies</td>
<td>Knowledge integration- some integration across KLAs</td>
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<tr>
<td>Deep Knowledge- detailed level of content</td>
<td>Background knowledge- ensuring students’ prior knowledge is known.</td>
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<tr>
<td>Deep Understanding- allowing opportunity for evidence of understanding.</td>
<td>Connectedness to the world- link to real world contexts and issues</td>
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<tr>
<td>Substantive Conversation- creating dialogue between students and teachers</td>
<td>Problem-based curriculum- focus on identifying and solving problems within context</td>
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<tr>
<td>Knowledge as problematic- critiquing and examining knowledge</td>
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<tr>
<td>Metalanguage- language &amp; grammar are integral parts of units</td>
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<th>Recognition of Difference</th>
<th>Supportive Classroom Environment</th>
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<td>Cultural diversity- ensuring a range of cultural values</td>
<td>Student Direction- students are to assist in determining activities and outcomes</td>
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<td>Inclusivity- increase participation of diversity of students</td>
<td>Social Support- mutual respect is fostered between students and teachers</td>
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<td>Narrative- use narrative activities within lessons</td>
<td>Academic Engagement- ensuring children are on task and involved during activities</td>
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<td>Group Identity- creating a sense of community / teamwork</td>
<td>Explicit quality performance criteria- criteria for assessment is known by students &amp; staff at beginning of units</td>
</tr>
<tr>
<td>Active Citizenship- facilitates knowledge and practice of democratic society.</td>
<td>Self-regulation- self-discipline is promoted</td>
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**Assessment** is an interdependent aspect of the teaching and learning process. It should be a systematic and ongoing process designed to make judgments about students' demonstration knowledge and ways of working with all key learning areas. It should be aligned with other aspects of the curriculum.

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<thead>
<tr>
<th>PRINCIPLES</th>
<th>IMPLEMENTATION</th>
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<tr>
<td><strong>Assessment should...</strong></td>
<td>⇒ Tasks should provide reliable data on student achievement by gathering relevant evidence on multiple occasions within each juncture (Yr3, 5, 7). Use assessable elements and descriptors from QCARF</td>
</tr>
<tr>
<td>• Be valid</td>
<td>⇒ Assessment items will be clearly defined in teacher planning and will take into account the importance of addressing diverse needs of children.</td>
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<tr>
<td>• Be explicit</td>
<td>⇒ Students will be made aware of the criteria and standards for each assessment opportunity.</td>
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<tr>
<td>• Comprehensive</td>
<td>⇒ Techniques for assessment should allow students to have a variety of opportunities and formats to demonstrate their understandings.</td>
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<tr>
<td>• Provide students with opportunity to demonstrate extent and depth of knowledge</td>
<td>⇒ Assessment techniques need to be summative, formative and diagnostic</td>
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<tr>
<td>• Inform planning and teaching as well as reporting</td>
<td>⇒ Assessment instruments must be balanced to include (lists below are indicative only)</td>
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<td></td>
<td>⇒ Moderation will occur within both mandated statewide methods and within 'social moderation' opportunities where teacher engage in professional dialogue to review judgements made by peers.</td>
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<td></td>
<td>⇒ Standardised assessment programs using 'external sources' such as Yr 3, 5, 7 tests. ICAS competitions will be utilised. This data will be used to track 'whole school progress over time'.</td>
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Hyperlink to planned assessment *(Curriculum Unit Plan template)*
**Purposes of Reporting**

Reporting is the communication of information on the results of assessment of student achievement. It may be communicated to parents/carers, students and other section of Education Queensland.

**Implementation**

- Individual data profiles are established for each student. Data (Knowledge/Understanding and Ways of Working) will be recorded to show date and type of assessment items.
- Data profiles will be made available for student perusal in order to promote better self-awareness. Profiles may be maintained electronically and should be provided in hard copy formats for ease of student/parents access.
- Formal reporting (Yr1-7) to parents will occur at the end of each semester and will be a 'snapshot' of units of work in each KLA undertaken during that semester. Reports will indicate progress for each KLA rated according to a five point scale A-E. Staff will use ONE SCHOOL systems for reporting.
- Two face to face reporting opportunities will be offered during the year (or on request) where parents/carers can see the 'total' progress of the child using the full range of data profiles.
- Oral reports will be offered to parents/carers of prep students.
- Provide parents/carers with data from systemic assessments Yr2 Net, Yr3, 5, 7 tests and PAT testing.