WOOMBYE STATE SCHOOL WHOLE SCHOOL CURRICULUM PLAN

Curriculum Overview

Curriculum delivery is considered the core business of our school. This plan provides details of the teaching and learning processes. It insures our school is clear about the knowledge and understandings and ways of working that we want students to demonstrate. The curriculum plan takes into account the key capabilities, knowledge, skills and values that students are expected to develop through the 13 years of state school education.

Woombye State School is a P-7 State School. Our curriculum mission is to be an innovative learning community that engages and supports students in a futures-orientated education, challenging them to excel and be creative, active, informed and respected citizens in an evolving global community.

Curriculum is much more than a syllabus which outlines what is to be taught. It is dynamic and encompasses:

- Curriculum Intent
- Pedagogy (the learning environment, teaching styles and methods)
These are all interconnected and provide the experiences that contribute to student learning.

The plan is designed to meet a number of QCAR policy directives;

**Curriculum**: students to achieve essential learning’s and standards
Assessment: monitor, implement and assess individual student achievement and evaluate it against standards (school, state and national)

Reporting: regularly report to parents on student achievement and learning

CURRICULUM

The emphasis is on quality planning and quality teaching.
The core curriculum is designed to meet a number of EQ policy directives and systemic influences i.e. P -12 Curriculum Framework, Early Years Curriculum Guidelines, Productive Pedagogies, Professional Standards for Teachers, scope and sequencing and QCAR Framework documents.

Engagement

We focus on engaging students through relevant and challenging units. We use the Inquiry Model as a pedagogical approach to emphasise active learning, negotiation, learning ‘how to learn’ and constructivism.

Therefore we:

- Provide a rich context for students to develop deep understandings in all areas of the curriculum.
- Provide engaging ‘real life’ and ‘life like’ experiences that are relevant to the lives of students.
- Encourage students to become Active Investigators through inquiry-based learning and build a community of inquiry in our classrooms.
- Plan units that go beyond the classroom and the term.
- Encourage links within our school community and with our local and global community.

Unit plans

Woombye’s key KLA’s are English, Maths and Science the other KLA’s (LOTE-5-7) are grouped into Integrated units with the core learning and core content setting the platform for planning, teaching, assessment and reporting. Units are designed by year level teams. These are presented in the Oneschool format and include the following features.
## Woombye’s Curriculum Framework 2010

<table>
<thead>
<tr>
<th>Prep – A,B,C</th>
<th><strong>TERM 1</strong></th>
<th><strong>TERM 2</strong></th>
<th><strong>TERM 3</strong></th>
<th><strong>TERM 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep class units are developed in conjunction with student’s interest areas.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1A/B</th>
<th>Farm Animal Diversity TECH/SOSE/SCIENCE</th>
<th>Mini Beasts SCIENCE</th>
<th>Circus TECH/HPE/ENGLISH</th>
<th>Bears/Fairytales SOSE/ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A/B</td>
<td>Food SOSE/ARTS</td>
<td>Community Transport (Validation) SCIENCE</td>
<td>Animals SCIENCE/TECHNOLOGY</td>
<td>Cultural SCIENCE/SOSE/THE ARTS</td>
</tr>
<tr>
<td>3A</td>
<td>Australia Environments: Let’s Create THE ARTS/ SOSE/SCIENCE</td>
<td>Water Works SCIENCE/THE ARTS</td>
<td>Sound SCIENCE/TECHNOLOGY/THE ARTS Tinker Tailor SOSE</td>
<td>Spot the Difference SCIENCE Who Rules? We Rule! SOSE</td>
</tr>
<tr>
<td>4A/B</td>
<td>Health &amp; Fitness SCIENCE</td>
<td>Spinning in Space SCIENCE</td>
<td>History of Woombye SOSE</td>
<td>Egypt SOSE/THE ARTS/.TECHNOLOGY</td>
</tr>
<tr>
<td>5A/B</td>
<td>First Fleet SOSE/SCIENCE</td>
<td>Drama Down Under THE ARTS/SCIENCE/TECH</td>
<td>Out of this World SCIENCE/TECHNOLOGY</td>
<td>Medieval Madness SOSE/THE ARTS</td>
</tr>
<tr>
<td>6A/B</td>
<td>Travel SOSE/ENGLISH</td>
<td>Bridges TECHNOLOGY/ENGLISH</td>
<td>Antartica SOSE/TECHNOLOGY</td>
<td>Natural Disasters SCIENCE/SOSE/ENGLISH</td>
</tr>
</tbody>
</table>
The Inquiry Approach to teaching and learning allows students’ questions to become the focus for planned investigation into a topic. In this approach prior knowledge of students is elicited, students have the opportunity to represent and re-represent their developing understanding and to reflect on the learning process.

**Rigorous Learning- Alignment**

At Woombye State School we respond to the QCAR Framework by developing an assessment culture. This is achieved by:

- Embedding Essential Learnings in all units by including knowledge and understanding and ways of working
- Building an assessment culture with an emphasis on intellectually challenging and relevant assessments that are aligned to curriculum intent and provide opportunities for students to demonstrate their ability to understand, investigate, communicate and reflect. Key assessments and criteria sheets are developed for each unit.
- Using marking guides, Essential Learnings and Standards, the assessable elements and descriptors of quality A–E, the diagnostic net, The Early Learning Record and QCAT responses as tools for moderation within year level teams, sectors and as a coalition to ensure consistent judgements.
- Actively teaching and assessing all Assessable Elements within the Essential Learnings to assist students to develop deep understandings and a shared metalanguage.
- Acknowledging that literacy, numeracy and ICTS should be embedded in all parts of our curriculum
- Implementing strategies for developing reflective students.
In 2010 the emphasis will be on giving students the best opportunity to achieve the intended curriculum by:

- Monitoring the success of student achievement by regularly analysing student work samples, class and systemic data.

**Whole School Literacy and Numeracy Priorities**

- Collation and monitoring of National, State and School Based Data
- Develop a shared understanding and explicit approach to teaching English and literacy and Mathematics and numeracy in the Early Phase of Learning and Middle years.
- Explore, share and trial models to teaching English and Mathematics in different class structures through focussed, allocated time.
- Develop a rigorous approach to teaching and moderating writing.
- Training and utilising parent/community volunteers to work in classrooms to assist with reading in the Early Years.
- Parent education – Literacy and Numeracy. (Playgroup sessions)

- Responding to student achievement and selecting strategies that meet identified learning needs
- Trialling and reflecting on the success of learning strategies
- Developing student understanding of themselves as learners through reflection
- Explicit teaching for the whole class, targeted teaching for particular needs, intensive and collaborative support for students with learning difficulties or other educational requirements.

**Reflection Questions**

Are all the students learning? Are they being challenged?
If not, what bridges do I need to build to scaffold the learning?
How can I re-teach to give multiple opportunities to learn?
Is my assessment of and for learning?
**Targeted Learning: Developing Literate and Numerate Students**

At Woombye State School, we believe literacy and numeracy are keys to improving student outcomes. Therefore:

- A focus on literacy and numeracy by embedding them within all teaching Units.
- We have a commitment to English and Mathematics blocks in all our classrooms.
- We have clearly articulated sequences of learning for each year level.
- We provide quality resources to enhance the teaching of English and literacy, Mathematics and numeracy.
- We have focus members on year level teams in the areas of Literacy and Numeracy that focus on strategic planning, improved outcomes for students and professional development for teachers.
- We use a range of tools for monitoring students progress – internal and external monitoring.
- We use standards and moderate student work to ensure consistency in teacher judgement in all Key Learning Areas.

**Embedding ICT’s**

At Woombye State School we value computer literacy and the use of ICTs as integral to learning. Therefore:

- ICTS are embedded into all parts of the curriculum.
- We believe children’s learning is enhanced when digital technologies are integrated across the curriculum. They allow children to access and manipulate information as well as develop creative skills as they make movies, web pages and digital presentations.
- Teachers share one camera between two, a digital projector in one classroom, library, hall and conference room and interactive white boards in Year 1, 5, 6 and 7.
- Eight computers per year level as well as one half size and one full size computer lab.
- Students will also be provided with regular opportunities to access computer labs with our ICT teacher to support computer skills and support from our teacher librarian focusing on digital literacy's.

**Making the Links- Linking with the school, Local and Global Community**

**Forming strong partnerships** with our school community, coalition, local community and global community is a priority. This is evidenced through:

**Emphasis on Team**

- Building strong juncture and year level teams through planning days, curriculum afternoons and shared practice.
- Explicitly planning for links between classes as part of the curriculum plan.
- Using the Community structure at Woombye State School to make links between teachers from all year levels.
- Opportunities for Year level and sector sharing and reflection.
**Strong Parent Partnerships**

- Parent Partnership afternoon sessions run at the beginning of the year to give parents information about the year ahead and classroom routines.
- Displays in classroom, office reception and in library.
- Regular parent communication through class newsletters and parent partnership letters uploaded to school website.
- Learning celebrations, Culminating Celebrations or Expos planned as part of unit planning. Minimum two per year per planning team.
- Sharing the journey with displays in the classroom.
- Parent volunteers working in classrooms
- Supportive parent meetings run by Chaplain.
- Behaviour Management meetings run by School Guidance Officer and Behaviour Management Personnel.
- Parent workshops and information sessions provided throughout the year. Early Years reading and You Can Do It Workshops run throughout the year.
- Parent involvement with home reading, homework tasks and school projects.
- Involving parents in school projects/competitions-Voices on the Coast, Book Fair, Under 8’s Day, Book Week Activities, Voluntary help in the library, Athletic and Swimming Carnival.

**Community Links**

- Plan specific inquiry units that focus on developing links with our local and global community.
- Develop and enact environmental and social projects through unit planning.
- Regularly invite community members with specific expertise to participate as part of our Inquiry Units.
- Utilise local facilities for excursions and to enhance learning.
- Develop links with local businesses and groups including Indigenous groups.
- Establish global links by encouraging cross cultural links.

**Tailored Learning-Catering for Diversity**

Woombye State School develops and implements curriculum that is inclusive and responsive. Our unit plans include strategies for supporting students and enriching and extending students as we acknowledge that **one size doesn’t fit all**. We use the WOW now resource to assist teachers in developing higher level thinking skills and extension and enrichment activities.

Key strategies identified:
Focus on the **Ways of working within the Essential Learnings** with examples from the WOW now resource

- Multiple Intelligences
- 5E’s
- Bloom’s Taxonomy
- Thinking Hats
- Thinking keys
- Tiered tasks
- Graphic organisers
- Contracts

**Staff attends planning meetings with the Deputy Principal/Support Teacher-Literacy and Numeracy in order to develop strategies for supporting students requiring additional assistance in a meaningful way. Some strategies used include:**

- Targeted teaching with teachers and learning support staff
- More time to complete tasks
- Set proformas provided to guide students
- Task is broken down into manageable steps
- Specific resources are provided to assist the students
- Goal setting to focus student attention on continual improvement
- Providing frequent, quality feedback to assist students to take the next steps.

Our school also offers a range of extracurricular activities that cater for a range of interests and talents. Some of these include:

- Voices on the Coast
- Nambour Show academic and creative competitions
- Tournament of the Minds
- Science Robotic Fair at USC
- Premier’s Readers Challenge
- University of New South Wales Competition
- Academic competitions
- Interschool sports team
- District sport
- Woombye Narrative competitions
- Woombye Spelling Bee Term 3
The Curriculum Cycle

Teachers work and plan collaboratively in year level teams set out at the start of every school year. Here they create inquiry units of work for students drawing from the QCAR Framework and considering the specific needs of Early and Middle Phase Learners.

<table>
<thead>
<tr>
<th>The curriculum consists of eight Key Learning Areas</th>
<th>Essential Learnings (EL’s)</th>
<th>The following resources are designed to help planners map components of the Essential Learnings across key learning areas.</th>
<th>The following documents show the assessable elements for all key learning areas and year-level junctures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- English</td>
<td>Year 3 ELs - all KLas (PDF, 723 kB)</td>
<td>Knowledge and Understanding (K&amp;U’s)</td>
<td>Year 3 ELs - all KLas (PDF, 723 kB)</td>
</tr>
<tr>
<td>- Mathematics</td>
<td>Year 5 ELs - all KLas (PDF, 874 kB)</td>
<td>Ways of Working (WOW’s)</td>
<td>Year 5 ELs - all KLas (PDF, 874 kB)</td>
</tr>
<tr>
<td>- Studies of Society and Environment</td>
<td>Year 7 ELs - all KLas (PDF, 889 kB)</td>
<td>Learning and assessment focus (L&amp;AF)</td>
<td>Year 7 ELs - all KLas (PDF, 889 kB)</td>
</tr>
<tr>
<td>- Science</td>
<td>Year 3 K&amp;U - All KLas (PDF, 220 kB)</td>
<td>Assesable elements and descriptors</td>
<td>Year 3 WoW - All KLas (PDF, 239 kB)</td>
</tr>
<tr>
<td>- Technology</td>
<td>Year 5 K&amp;U - All KLas (PDF, 221 kB)</td>
<td>- All KLAs (PDF, 137 kB)</td>
<td>Year 5 WoW - All KLas (PDF, 239 kB)</td>
</tr>
<tr>
<td>- The Arts</td>
<td>Year 7 K&amp;U - All KLas (PDF, 222 kB)</td>
<td>- All KLAs (PDF, 251 kB)</td>
<td>Year 7 WoW - All KLas (PDF, 239 kB)</td>
</tr>
<tr>
<td>- Health and Physical Education</td>
<td>Year 3 L&amp;AF - All KLas (PDF, 80 kB)</td>
<td>- All KLAs (PDF, 251 kB)</td>
<td>Year 5 L&amp;AF - All KLas (PDF, 81 kB)</td>
</tr>
<tr>
<td>- Languages</td>
<td>Year 7 L&amp;AF - All KLas (PDF, 85 kB)</td>
<td>- All KLAs (PDF, 251 kB)</td>
<td>Year 7 L&amp;AF - All KLas (PDF, 85 kB)</td>
</tr>
</tbody>
</table>

Scheduling:
Planned units follow a semester timetable with one unit of work delivered per term. All KLAs are covered and reported on in a semester. Where possible, all year levels will have at least a two hour uninterrupted literacy block and one hour numeracy block scheduled into their daily timetable. All Cross curricular areas (Literacy, Numeracy, ICT’s, and Indigenous Perspectives) are embedded in each unit plan as suited to the needs of our students.

Approximate achievement progression:

<table>
<thead>
<tr>
<th>Essential Learning</th>
<th>EYP</th>
<th>Year 3 Juncture</th>
<th>Year 5 Juncture</th>
<th>Year 7 Juncture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Prep</td>
<td>1,2 and 3</td>
<td>4 and 5</td>
<td>6 and 7</td>
</tr>
</tbody>
</table>

Units are supported by quality resources. Planning days are allocated to teachers for the purpose of planning and designing Inquiry Units. In addition to these days, Student Free days and nominated curriculum meetings are utilised to complete or discuss elements of the planning process. Teachers initially plan with support staff using One School Planning Framework.
THE PROCESS:

At the initial teacher planning day the teaching team will:

1. Select Theme and the EL’s to be addressed in the unit.
2. Establish unit context, deep understandings and key inquiry questions.
3. Front end key assessments, and identify targeted Assessable elements.
4. Plan the teaching unit around sequences of lessons/activities that will allow the students to develop the knowledge and skills required to successfully perform the planned assessments. (week by week)
5. Determine and plan for differentiation.
6. Examine available resources for the unit.
7. Plan an outline and timeframe for the Inquiry learning sequence and specific learnings that the students will need to know and do.
8. Plan and document special provisions for students with special needs. (taken straight from special provisions in Oneschool)
9. Identify and plan for higher order thinking (WOW’s), numeracy, literacy and ICT demands of the unit as well as standalone English and Mathematics programs.
10. Identify links between other classes and the community.
11. Plan for excursions. This will take into account timing of all school and community events and alignment with the whole of school timetable. Events could also include working with community services/members to deliver real life experiences within the Inquiry unit.

At the beginning of the unit:

1. Parents are informed about the unit through parent partnership letters and sent home with school newsletter. This is also displayed in the classroom door/foyer, office and library.
2. Notes for excursions and camps given out.
3. Hard Resources allocated to the classroom and digital resources uploaded to school website under year level team.
4. Student negotiation is carried out and key assessments explained to the student.

During the unit:

1. Learning is made visible through displays in the classroom, school and local community as well as on our school website and notice boards.
2. Assessments are collected and used for feedback.

At the end of the unit:

1. Parents informed about the outcomes of units through culminating activities, class displays in the school, performances or open days.
2. Moderation of student work to align teacher judgment.
3. Teaching teams and students reflect on the unit and give suggestions for future units.
4. Parent teacher interviews and Parent reports compiled. (Term 2 & 4)
Pedagogy is the ‘Art of Teaching’.

**Effective teachers**

Our teachers use a combination of teaching strategies because **there is no single approach** that suits all situations. Different strategies used in various combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching certain skills and fields of knowledge while other strategies are better suited to certain student backgrounds, learning styles and abilities.

Our teaching practices promote the four dimensions of **productive pedagogy**.

- Intellectual Quality
- Global and Local Connectedness
- Supportive Social Environment
- Recognition of Difference

A wide variety of teaching strategies are utilized in order to promote Intellectual Quality, Global and Local Connectedness, A Supportive Social Environment and Recognition of Difference. Provision is also made for the consistent growth of these strategies through regular professional development opportunities, collaborative teaching and peer mentoring relationships.

**Differentiation**

Woombye State School acknowledges that optimum student learning occurs when **learning is integrated** and connected to the real world, is intellectually challenging, recognises differences in individuals and groups of students, is negotiated with students and is carried out in a supportive classroom environment.
An emphasis is on explicit teaching, a constructivist approach, an inquiry model and cooperative learning.

Focus on effective teaching strategies is ensured through class support:
- Cooperative planning sessions
- Year level meetings as well as P-3, 4-5,6-7 meetings
- Planned professional dialogue in sectors
- Professional development opportunities
- Mentoring and action planning.

Some information regarding students’ needs is addressed also through intervention strategies that will enable them to achieve to their maximum learning potential through out of class support.

Intervention strategies and resources include:
- Support Teacher-Literacy and Numeracy
- Advisory Visiting Teacher-Behaviour Management
- Advisory Specialists-Speech Pathologist, Occupational Therapist
- Guidance Officer
- Literacy/Numeracy intervention programmes managed by STLaN and implemented by STLaN and teacher aides
- Teacher-aide delivered Support programmes –managed by STLaN
- Teacher-aide delivered Support programmes-managed by classroom teachers
- Gifted and Talented programmes-managed by STLaN
- Parent Voluntary Assistance-managed by classroom teachers/STLaN
- Individual intervention Programs-managed by SWD teacher
- EAP’s-managed by SWD teacher
- Closing the GAP support managed by STLaN and implemented by teacher aide
Assessment must be an integral part of the curriculum planning. The purposes of assessment are to:

- Promote, assist and improve student learning;
- Inform teaching and learning programs;
- Provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

**Key considerations in the development of assessments**

- Is the task intellectually demanding?
- Are the intended cognitive expectations clear to students?
- Is the task authentic?
- Would students recognise and be motivated by the purpose and relevance of the task?
- Does the task support all students in the production of a performance of high quality?
- Does the task require performances that are relevant and adequate for the targeted intentions?
- Have sufficient and clear standards been developed to provide advice to students on the bases for making judgments?

Assessment Bank is a rich and varied online collection of assessments and resources linked to the Essential Learnings and Standards. It is designed to support teaching, learning and school-based assessment. Teachers can access the Assessment Bank as needed to support their curriculum planning, teaching and school-based assessment processes. The Assessment Bank models how assessment can be used to improve student learning.

Assessments are presented as packages. Packages generally contain Teacher guidelines, a Student booklet, a Guide to making judgments and an Indicative A response. Annotated Sample responses will be added after field trials.

The Assessment Bank provides a range of assessments and resources linked to the Essential Learnings and Standards.
The Assessment Process

Use the Assessment Bank Prior to following these steps for already made assessment pieces.

1. Select the Essential Learnings and build an appropriate context around these. The context and priorities for teaching should then inform the assessment plan.
2. Identify which of the selected Essential Learnings should be the focus for assessment. Construct assessments around these targeted Essential Learnings. (This may be one substantive assessment and a series of smaller assessments).
4. Ensure the links between the Assessable elements, the targeted Essential Learnings and the assessment are explicit.
5. Make Standards-based judgements about the quality of the student performance.
6. Provide feedback to the learner. Use performance feedback to inform future teaching and planning.

Annotated Student work samples
Examples of appropriate year-level standards in English, Mathematics and Science are a valuable resource to assist teachers in developing consistency of judgment about the quality of evidence in student work. The QSA Assessment Bank at https://qcar.qsa.qld.edu.au/assessmentbank/html/index.html provides annotated student work samples exemplifying standards at various year levels.

Student Assessment Folios
Teachers maintain an individual student folio containing a range of current dated work samples (Reading Running Records, Writing Samples, Mathematics tasks and other relevant work samples) and observations, all with their respective marking guides, to form an overall picture of the child as a learner. Open-ended assessments will also be useful as it will give the opportunities for students to demonstrate their learning in a range of responses.

What is assessed?

Our assessment focus is on what students know and can do as a result of planned activities and learning experiences that provide opportunities for students to demonstrate essential learning’s.

Assessment by teachers revolves around professional judgements being made using set standards as benchmarks. At Woombye State School it is acknowledged that assessment should be of learning and for learning.

Assessment should be both formative and summative and should involve opportunities for student reflection.
Queensland Comparable Assessment Tasks (QCATs) provide information on what students know, understand and can do, in a selection of Essential Learnings. QCATs are intended to promote consistency of teacher judgments across the state.

### Formative Assessment

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diagnostic Net</strong></td>
<td>Years 1 to 3</td>
<td>Teachers map students all year round. Validation occurs in May/June with year 2 students. Moderation using the diagnostic net occurs in July. Year 2 reports on the Net in Term 2.</td>
</tr>
<tr>
<td><strong>NAPLAN testing</strong></td>
<td>Years 3, 5, 7,</td>
<td>Term 2 – May. Formal reports go home with reports in Semester 2.</td>
</tr>
<tr>
<td>- Reading and Viewing</td>
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<td>- Writing</td>
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<tr>
<td>- Language Conventions</td>
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<tr>
<td>- Numeracy</td>
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<tr>
<td><strong>QCATS</strong></td>
<td>Years 4, 6,</td>
<td>Term 3 and 4. Moderation occurs in Term 4 Student Free Day. Results reported to parents on School report in Semester 2.</td>
</tr>
<tr>
<td>- English</td>
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<td>- Mathematics</td>
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<td>- Science</td>
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</tbody>
</table>
### Woombye State School Summative Assessment 2010

#### Year 1

<table>
<thead>
<tr>
<th>Instruments</th>
<th>End Term 1</th>
<th>End Term 2</th>
<th>End Term 3</th>
<th>End Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Target</td>
<td>85% of students</td>
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<tr>
<td>Writing Target</td>
<td>94% of students</td>
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<td></td>
<td></td>
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<tr>
<td>Numeracy Target</td>
<td>94% of students</td>
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</table>

#### Year 2

<table>
<thead>
<tr>
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<tr>
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<td>Writing Target</td>
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<tr>
<td>Numeracy Target</td>
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</table>

#### Year 3

<table>
<thead>
<tr>
<th>Instruments</th>
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<tbody>
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<td>Reading Target</td>
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<td>Writing Target</td>
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<td>Numeracy Target</td>
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#### Year 4

<table>
<thead>
<tr>
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<td>Numeracy Target</td>
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#### Year 5

<table>
<thead>
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<th>Instruments</th>
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<td>Reading Target</td>
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<td>Writing Target</td>
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<td>Numeracy Target</td>
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#### Year 6

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<th>Instruments</th>
<th>End Term 1</th>
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#### Year 7

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Moderation will take place face to face once per semester before reporting round on a planning day. Moderation of these judgements occurs as a result of collaborative planning and dialogue between teachers. Across schools moderation and assessment allows a comparison of unit plans and student achievements with other classes and schools and is influential in guiding future planning.

Assessment in PREP

Prep teachers at Woombye State School are expected to:
1. **Gather** evidence of student learning and development over time using a range of strategies including:
   - Observations
   - Focused discussions
   - Digital/journal records
   - Time sampling
   - Collection and analysis of artefacts
2. **Organise** data into One School.
3. **Reflect** on the evidence gathered for individual children. During this analysis, teachers consider the learning statements and phase descriptions in the EYCG. It is the quality not the quantity of evidence that enables teachers to feel confident about their interpretation of the learning occurring.
4. **Make a judgement** about the child’s learning in a particular phase. Teachers reflect on student progress twice a year using the Early Learning Record (ELR) available in One School. The purpose of the ELR is to monitor children’s overall progress and build a picture of their learning and development over the Prep Year.
**Purposes of Reporting**

The purposes of reporting are to:

- Recognise, acknowledge and give credit for what students have achieved and experienced;
- Contribute to students’ personal development and progress, improving motivation, providing encouragement, and increasing their self-awareness of strengths, weaknesses and opportunities.
- Provide for intervention in learning or providing extension.
- Assist the school and the government in identifying the potential of their students and identifying how well the curriculum, pedagogy and assessment enable students to develop academic and social skills.
- Assist students and their parents/carers to determine future educational needs.
- Account for the achievements of the school to the public and to the system.
- Provide opportunities for teachers and administrators to talk about individual’s and groups’ progress and about possible interventions and curricular approaches.

**What is reported?**

Written reports for years 1-7 include information concerning student’s demonstrations of individual progress and achievements in all KLA areas. Work habits, social attitudes, records of intervention, attendance and semesters of schooling are also reported. Reports are a five point scale for Years 1 – 7. All report cards are generated using OneSchool. The specialist teachers are responsible for providing the details required for their particular curriculum area on the reports. Comment banks have been set up to assist teachers in composing reports. Comment banks are available for all KLA’s. Parent Interviews occur twice yearly.

**Diagnostic Net:**

In Literacy and Numeracy the following year levels will have a point in time national test, that is Years 2 (mid-point) the Year 2 Diagnostic net, year 1’s and 3’s will also use the year 2 Diagnostic net and receive reports end of semester 2.
**NAPLAN:**
In years 3, 5 and 7 students take part in national assessment on Literacy and Numeracy. A written report will also entail this testing.

**QCAT:**
In Years 4 and 6 students will also take part in QCAT’s which will reflect the students’ performance on the assessed essentials.

**Prep:** Prep teachers will report using the Early Learning Record in One School which will document teacher judgments about a child’s learning in relation to the learning statements of the Early Years Curriculum Guidelines. Written reports will be given to parents twice yearly. Parent interviews occur twice yearly.

### Who receives the report?
- Parents will receive 2 written reports on progress.
- The school principal receives results on all test data, this is then shared for school strategic and annual planning.
- Parents receive IEP reports relevant to their child’s progress

### When does Reporting Occur?
- Formal written reports are distributed at the end of Semester 1 and 2.
- Oral reporting is programmed for the end of Semester 1 and Semester 2.
- Interviews may also be arranged as a result of parent or teacher concerns.
- Informal reporting occurs throughout the school year on a needs basis.
- Reporting on special needs as required by Individual Education Programmes

### Student Assessment Folios
Contributions to the folio begin in Prep with the ELR and other portfolio samples and continue to be added up to year 7. This folio is passed on each time the student moves to a new class and remains a record of the student’s achievements across the Essential Learnings of all the KLAs. Other evidence of students' achievements will be recorded and retained by the class teachers until the end of the year when it will be returned to the students. Student progress in Reading, Writing and Number is mapped in Years 1, 2 and 3 using the Year Two Diagnostic Net Developmental Continua.

End of Document