

Section A: Core Learnings

At Leyburn State School, we recognise the fundamental goal of our teaching is to develop the **Attributes of the Lifelong Learner**. To achieve this we have five global outcomes that are embedded in lessons throughout our curriculum:

1. To have confidence in self and own ability to be an active and responsible participant in the world.
2. To have the ability to communicate locally and globally.
3. To be able to analyse and obtain information from a variety of sources.
4. To have the ability to solve problems and perform practical tasks.
5. To have skills for life-long learning.

These outcomes will be revised periodically to ensure that we meet the changing needs of our students and community.

Leyburn State School is a multi-age setting, with students placed in year levels, yet working at own academic ability.

Curriculum Unit Planning has these elements:

- Purpose
- Essential learnings
- What students are expected to know and do
- Suggested resources
- Unit sequence with assessment
- How the end result is to be presented at end, to demonstrate outcomes to community.
- Evaluation of unit (with a focus on pedagogies)

When planning curriculum units, there is consideration of these factors:

- A Multi-purpose approach:
 - the curriculum is **integrated** (Science/SOSE/HPE/Art)
 - **constructivism** in Science and Maths
 - **inquiry** approach in SOSE
 - **literacy** is addressed in each of the 8 Key Learning Areas (KLAs)
 - consideration of **QSE 2010 goals**.
 - Use of KLA **essential learnings**
- Developing **Higher Order Thinking** in Integrated Lessons and Literacy
- **ICTs** integrated across all KLAs.
- The needs of individual students, in **literacy, numeracy, lifeskills, futures pathways**; while providing **equity** of opportunity. When a student learning difficulty is identified, it addressed with parents, and a learning strategy is agreed upon and implemented.

Curriculum Programs are often constructed in consultation with other teachers (and with consideration of student interests).

Section B: Teaching Strategies

The teaching philosophy at Leyburn State School is on the development of skills, knowledge and attitudes (for individual students and whole class needs), and then to provide opportunities for students to demonstrate their achievements and advancements in these areas.

These elements, for teaching practices, are taken into consideration when planning curriculum units:

- Productive Pedagogies (see Appendix C)
- 4 roles of a literate person (see Appendix D)
- Lifeskills
- Literacy
- Numeracy
- Futures Pathways
- Development of Technological Skills.
- Higher Order Thinking, Cognitive & Co-operative Learnings (Multiple Intelligences and Blooms Taxonomy are beginning to be introduced) – *intellectual quality*.
- Essential learnings across all KLAs
- Relationship of unit to the real world.- *connectedness*.

Our classroom is a *supportive social and learning environment*. In our classroom:

- A teacher and teacher-aide (or 2 teachers) are regularly present. Students are taught, however, to work independently (and, if required, in groups), and are to seek assistance from peers, teachers or teachers-aide as needed.

All work is monitored daily; conferencing with students on needs basis to work on areas of difficulty.

- The school has 2 classrooms, Prep-3 and Years 4/5/6/7
- Students are taught time management skills, and are expected to regulate, monitor and manage their own learning.
- Students are expected to accept responsibility for their own action and to behave in accordance to our school's responsible behaviour plan.

Leyburn's Professional Learning community philosophy is:

- To promote understanding of classroom practice, and to encourage consistency, the curriculum plan is shared with staff (teacher aides), and feedback and input is encouraged.
- To share Units of work (and student work samples) with other teachers/, to inform teaching practices and continue with unit evolution.
- All staff (teachers and teacher-aides) have Individual Development Plans (IDPs) (note: Teaching Principal has PDP). Professional Development, to

improve teaching and learning is strongly encouraged for teachers and teacher-aides.

The 4 strategic process of Leyburn State School to improve learning outcomes of students are:

- Assessment: of students learning, within a unit of work. This is used to determine the academic ability of students, and how to advance them further.
- Monitoring: of students learning “growth”. All students are plotted on a learning continua for numeracy; literacy (reading and writing) and technology.
- Evaluation: of teaching and learning processes. Evaluation is done throughout teaching of unit, and is formally recorded at end of unit, with suggestions for improvement.
- Reporting: of student outcomes achieved, and, if applicable, learning difficulties.
of teacher (and teacher-aide) professional development (with an evaluation of effectiveness).

Section C: Assessment Policy

Principles of Assessment:

In the context of outcomes based education, assessment should:

- Focus on student demonstration of core learning outcomes as planned for;
- Provide evidence that student performances are consistently judged in accordance with prescribed outcomes;
- Be comprehensive – that is, incorporate judgements from a range of sources such as learners, peers, teachers; and comprise a range of processes for gathering evidence of student achievement;
- Be an integral part of the learning process – that is, provide information on student progress and needs, intervention strategies and allocation of resources;
- Inform programs of teaching and learning;
- Be valid;
- Produce reliable results.

To be **effective**, assessment should:

- Reflect social justice principles, being sensitive to issues of gender, disability, culture, background language, socioeconomic status and geographical location.
- Accommodate the diverse needs of learners;
- Reflect current knowledge of child and adolescent development;
- Develop student capacity self-monitor progress;
- Take place as close as possible to the time of learning (*teach-consolidate-assess*);
- Be authentic (i.e. involve students in the use of relevant and useful knowledge, understanding and practical skills)

The **Purpose of Assessment** is to:

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

What will be assessed?

- Year 1-3 numeracy and literacy for Year 2 net validation.
- KLA assessment of outcomes in Integrated studies. (KLA and other learning outcomes will have indicators of achievement in assessment criteria sheets.)
- Social Skills
- Behaviour

The data from the Year 3,5&7 systemic tests; School Opinion Survey (S.O.S.); Year 2 net is analysed to inform teaching practice and management.

Techniques and Instruments Used:

Technique	Context	Evidence Gathered	Instruments
<p>Teacher Observation</p> <p>(Observing students and monitoring their progress as they work)</p>	<ul style="list-style-type: none"> • (Learning) work in progress 	<ul style="list-style-type: none"> • Practices & dispositions when working co-operatively. • Concentrating & following through on a task. • Communication skills • Manipulative skill development • Use or application of techniques related to a performance • Strengths and areas where further assistance is required. 	<ul style="list-style-type: none"> • Anecdotal records • Checklists • Criteria Sheets • Reflective Diary • Running Records • Photographs.
<p>Student/Teacher Consultation</p> <p>(interacting with students either formally or informally)</p>	<ul style="list-style-type: none"> • Formal/informal questioning and discussion with students. • Involvement with student discussion groups • Interviews about instances or events. 	<ul style="list-style-type: none"> • Dispositions and depth of understanding. • Degree to which students transfer learning 	<ul style="list-style-type: none"> • Anecdotal records • Checklists • Criteria Sheets • Conference logs • Question sheets
<p>Focussed Analysis</p> <p>(Examining specific details of students' demonstrations of learning outcomes)</p>	<ul style="list-style-type: none"> • Class presentations / performances, with varying teacher/teacher-aide assistance. • Assessment Tasks (projects) completed using class time. • Supervised tests with no teacher input. 	<ul style="list-style-type: none"> • Degree of understanding. • Skills used in analysis, synthesis and evaluation. • Application of knowledge. • Processing and presentation of information. • Communication skills • Location, selection and use of information. • Use of technology. • Use of multiliteracies. • Use of problem-solving strategies / critical thinking skills and knowledge. 	<ul style="list-style-type: none"> • Analysis of Assessment Tasks • Practical tests: games, skill drills, peer-tutoring, group performances • Concept maps • Annotated drawings • Written tests: multiple choice, extended response.

		<ul style="list-style-type: none"> • Use of decision making skills. • Core Learning Outcome achievement. 	<ul style="list-style-type: none"> • Oral tasks: group discussion, talk, debate, role play, interview, persuasive speech, songs, scripts. • Written tasks: instructions, descriptions, reports, narratives, expositions, creative writing, completed worksheets, planning and reporting sheets. • Journals
Peer and Self Assessment	<ul style="list-style-type: none"> • Students reflect on their own learning identifying what they understand and the areas which they have concerns. • Students critique the work of their peers. 	<ul style="list-style-type: none"> • Use or application of techniques or processes. • Strengths and areas of concern. 	<ul style="list-style-type: none"> • Checklists • Criteria Sheets • Reflection sheets/diaries • Journals • Photographic records.

These Assessment devices will:

- Enable judgements to be made on student demonstrations of core learning outcomes that have been planned for;
- Promote student development;
- Take account of specific considerations for students with special needs;
- Be formative (formal/informal assessment intended for, and instrumental in, helping a student attain a higher level of performance.
- Be summative (assessment designed to indicate the achievement status or level of performance used for reporting)

- Be diagnostic (a type of formative assessment used to determine the nature of student's learning problems, and then providing the appropriate feedback or intervention)
- Be aligned to the schools curriculum plan
- Be moderated: both in school moderation and cluster (with Karara and Wheatvale State Schools) moderation.
- Reflect the principles of assessment.

As new curriculum initiatives are identified by Education Queensland for policy development, a timeline for development and implementation is developed by the teaching staff. Implementation of these policies occur after authorization by Executive Director-Schools and are reviewed by the Teaching-Principal, Staff and Community on a needs basis.

Section D: Reporting

The Purposes of reporting are:-

- 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 awareness of strengths, weaknesses, opportunities and basis for intervening in problems in learning;
- Assist schools and the system in identifying the potential of their students and identifying how well the curriculum, pedagogy and assessment enable students to develop academic and social skills;
- Account for the achievements of the school to the public and to the system;
- Provide opportunities for the teachers and administrators to talk about individuals' and groups' progress and about possible interventions and curricular approaches
(Year 1 – 10 Curriculum Framework for Education Queensland Schools. P 15)

WHAT should we report on or be included?

- Professional Development of Staff
- What the child can do
- Any areas of weaknesses/consolidation
- Self evaluation by students
- Academic outcomes (leveled)
- Personal development (social, emotional, physical, intellectual and creative)
- IEP goals for ascertained students
- State requirements (year 2/5/7 tests)
- Absenteeism

WHO do we report to?

- Parents/carers
- Students
- Cluster and District
- Community (newsletters)

HOW might we report? (see Appendix E)

- End of Unit Presentations
- Written Reports;
- Parent/Teacher Interviews
- Newsletters

- Student conferencing – allowing for students to develop future pathways and learning for self and notes of conversation given to them (student log)
- Student visual questions, sticker charts, formal assessment results.

WHEN will reporting occur?

- End of each integrated Unit
- Informal by phone, e-mail, letters, face-to-face
- Systemic Year 2 Net (July)
 Year 1 and 3 (December)
 Year 3, 5 and 7 (December)
- Daily/Needs basis with students
- Immediate notification to parents as an issue arises.
- Informal reporting: student work samples (to be signed by parents), brief notes in homework diary of possible assistance to learning.

Appendix E

Effective Reporting Techniques:

For Written Reports:

- Essentially report on what students know and do, communicate /understand
- Provide an honest and fair assessment of student progress in all learning areas.
- Include information on each student's achievement in relation to curriculum standards and the achievement level of students.
- Integrate information on student achievement in statewide assessment and class assessments.
- Provide an interpretative comment on student performance and constructive advice about how the student can improve in the future.
- Advise parents about how well their children are developing in non-academic areas, including their behaviour, attitude, communication, social skills and physical development ant their achievements in other relevant school activities such as sport, and school performances;
- Are provided at the end of each unit of work (min. 2 per year) and timed to enable parents to respond to any emerging problems.
- Use a format and language that is readily understood by parents.

For Parent-Teacher Meetings:

- Provide an opportunity for all parents to discuss the progress and learning of their children.
- Occur by appointment, private, well structured and provide parents with an opportunity to discuss key information about their child/ren's learning.
- Discuss concrete examples of student work and tests to explain the assessment of progress. (Best done with Student-Parent-Teacher: 3 way conferencing)
- Result in an agreed understanding between parent, teacher and student of the student's current achievement and the outcomes to be achieved before the next meeting.
- Conclude with agreement on how the student's future progress will be supported by the teacher, parents and student.