



# Meringandan State School Curriculum Framework 2014

## Purpose

The Meringandan State School curriculum framework clearly outlines our curriculum across the Australian Curriculum and the Queensland Key Learning Areas for all students from Prep to Year 7. The framework details how we will address the alignment of curriculum intent, pedagogy, assessment and reporting.

Our curriculum aligns our teaching and learning programs with the Australian Curriculum and the Queensland Curriculum and Assessment Authority (QCAA). We believe that our curriculum framework is an evolving framework responsive to school, local, state and national agendas. It is our intention to continue to monitor, review and refine the framework to reflect national and state changes as they occur.

**Our Vision:** *Igniting Learning – Shaping the BEST future together*

Meringandan takes its name from its Indigenous origins – fire and clay. Our vision connects with our history and reflects our aspirations to ignite learning in each and every student. We believe that a curriculum framework aligned with effective pedagogy is the shaping force that will ensure our students lead an informed, active, happy and successful future.

Our school values shape the expectations for all members of the school community, across all contexts, and are the foundation for our School Wide Positive Behaviour Program and Expectations Matrix. At Meringandan, we value an environment that challenges and supports students to:

- B**e respectful
- E**njoy learning
- S**tay safe *and be*
- T**otally responsible

To ignite learning, so that each and every child can be their **BEST**, we believe that current informed and research based principles are central to effective pedagogy. In shaping the **BEST** future together, our pedagogical principles will ensure our approach to teaching and learning is informed by validated and proven teacher practices.

Our pedagogical principles are:

- S**tudent centred
- H**igh expectations
- A**ligned practices
- P**urposeful learning
- E**ffective relationships

The principles that **SHAPE** our pedagogical framework reflect our beliefs about effective practice.



**Meringandan State School:** *Igniting Learning- Shaping the BEST future together.*

# Regional Expectations

The three regional pillars and expectations underpinning our Curriculum, teaching and learning at Meringandan are:

- Coaching and feedback
- Purposeful use of data
- Explicit Instruction

## Each teacher:

- plans and teaches in ways that are consistent with school-wide pedagogy and assessment, including checking for understanding in each lesson taught
- engages with professional learning, including collaborative work with peers and leaders
- uses an explicit instruction model
- uses short-cycle data to inform teaching and monitor student learning
- builds effective relationships with each student and their family
- engages with educational and community partners in a team approach to educating individual students
- accepts joint accountability for the progress of each student in the school

## In classrooms there is:

- consistent evidence of explicit instruction
- learning intentions (WALT) and success criteria (WILF)
- use of ICTs in the explicit teaching process (SoTaL)
- consistent use of the Australian Curriculum
- high standards of student presentation and handwriting
- quality, current classroom displays
- systematic coaching and feedback process
- clear evidence of short-cycle data is being systematically used to guide teaching and show improvement
- positive interactions and evidence of strong relationships with every student
- a belief and commitment that all student will achieve the regional benchmarks
- school leaders working with teachers implementing the schools pedagogical framework

## Expectations for Classroom Tone:

- set consistent, clear classroom expectations and routines
- embed the Essential Skills for classroom management
- greet students and parents
- model respect, courtesy, manners and honesty
- model enthusiasm and resilience
- explicitly teach appropriate language and classroom behaviour
- low noise levels
- automatic response by all students to teacher directions and requests



## Quality Feedback to Students:

- Effective feedback requires quality relationships
- Feedback is constructive, honest and always starts with a positive (4:1)
- Clear expectations are provided prior to lessons – WALT (What we Are Learning Today), and WILF (What I am Looking For)
- Meaningful, written and verbal statements are provided to students
- Students must set personal literacy and numeracy goals in collaboration with the teacher

**All teachers will ensure that they are familiar with the expectations, strategies and processes as outlined in:**

- [SWPBS Staff Handbook](#)
- [Responsible Behaviour Plan](#)
- [Essential Skills for Classroom Management](#)
- [Meringandan SS Pedagogical Framework – SHAPE Principals](#)

*Teachers are responsible for actively engaging in induction and will actively seek support to develop their understanding and ability in implementing school policies.*

## Teaching and Learning Priorities

### Australian Curriculum

At Meringandan we continue to implement the Australian Curriculum through the adopted Queensland Curriculum – [Curriculum into the Classroom \(C2C\)](#) materials for English, Mathematics, Science, History and Geography — for all students in Prep to Year 7. The [Queensland Curriculum, Assessment and Reporting \(QCAR\) Framework](#) Essential Learnings are implemented in Years 1 to 7 for Technology, Health and Physical Education, the Arts and Languages (for Year 6, 7). We will continue to implement the Australian Curriculum as per the guidelines provided by Education Queensland ([table of implementation](#)).

The Australian Curriculum focuses on learning area content and achievement standards that describe what students will learn and teachers will teach. It also gives attention to seven general capabilities that are important for life and work in the 21st century. The general capabilities and the cross-curriculum priorities are not added as additional subjects. They are dealt with, where relevant, through the learning area content on which the curriculum is built. Integrated units of work will also explicitly identify the literacy and numeracy requirements, to be taught and assessed, across the key learning areas. A school wide focussed approach to implementing and monitoring literacy and numeracy programs will be reviewed annually.



## General capabilities and cross-curriculum priorities

The Australian Curriculum pays explicit attention to how seven general capabilities and three cross-curriculum priorities contribute to, and can be developed through each learning area. The seven [general capabilities](#) are literacy, numeracy, information and communication technology (ICT) capability (see [MSS ICT Program](#)), critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding. The Australian Curriculum focuses on three [cross-curriculum priorities](#): Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and sustainability.

### English

- follow and implement the C2C English program and associated assessment tasks
- follow school [Spelling Program](#) and Reading Program (*under review in 2014*)
- embed regular consolidation sessions for reading
- ensure the intentional teaching of vocabulary
- moderate:
  - each term within school
  - each semester across cluster schools

### Mathematics

- follow and implement the C2C Mathematics Program and associated assessment tasks
- follow school [Number Fact Program](#)
- embed regular consolidation sessions
- ensure regular algorithm and number fact sessions (3-5) occurs throughout the week to build competency
- ensure the intentional teaching of vocabulary
- moderate:
  - each term within school
  - each semester across cluster schools

### Science

- follow and implement the C2C Science program and the associated assessment tasks
- ensure the intentional teaching of vocabulary
- moderate:
  - each term within school
  - each semester across cluster schools

### History and Geography

- follow and implement the C2C History/Geography programs and associated assessment tasks
- ensure the intentional teaching of vocabulary
- moderate:
  - each term within school
  - each semester across cluster schools



### Other KLAs

- ensure HPE, The Arts, Technology and LOTE (Year 6 & 7 only) are taught, assessed and reported on according to the [Meringandan Assessment Schedule](#).

### Early Years Curriculum Guidelines

In keeping with the Early Years philosophy, teachers will continue to implement negotiated learning experiences that address the Australian Curriculum and the Essential Learnings in Prep. Focused teaching and learning episodes address core skills in early literacy and numeracy. The [Early Years Curriculum Guidelines](#) (EYCG) provides teachers with a framework for interacting with children, as well as planning, assessment and reflecting on an effective Preparatory Year curriculum. The guidelines are based on active learning for children through real-life situation, investigation and play.

### Pedagogical Framework

At Meringandan SS our [Pedagogical Framework](#) has been collaboratively developed with the school community to ensure our school has consistent and effective teaching and learning practices which focus on improved student achievement.

Our pedagogical principles are:

**S**tudent centred

**H**igh expectations

**A**ligned practices

**P**urposeful learning

**E**ffective relationships

The principles that **SHAPE** our pedagogical framework reflect our beliefs about effective practice. The process guiding the development of the framework was facilitated through workshops that focussed on exploring best practice through research, professional discussion and peer review.





# Meringandan State School Curriculum Framework 2014

## Teaching and Learning Cycle

### Step 1: Curriculum Intent

What do students need to know and do?

- identify and understand subject content, skills and knowledge to be taught
- identify quality Assessment tasks
- locate or develop exemplars and GTMJ

### Step 5: Assessment and Feedback

#### Assessment

- assess student's knowledge with GTMJ
- give clear and specific feedback to students
- use assessment data to identify and plan for future learning

### Step 2: Know your students

What do the students already know and do?

- collect base-line data
- analyse the base-line data (what can and can't the students do/know?)

### Step 4: Sequencing Explicit teaching and Learning

#### Teaching, Learning and Monitoring

- develop an appropriate teaching and learning sequence
- implement Explicit Teaching Practices

### Step 3: Planning

What needs to be taught?

- identify the skills, knowledge and specific features of the KLA
- develop a plan
- ensure adjustments are made and documented



# Curriculum Planning Expectations

## Prior to Planning

- Familiarise yourself with your year level time allocations and other timetabling requirements
- Familiarise yourself with the Meringandan Curriculum Plan, C2C materials and unit plans
- Familiarise yourself with the Meringandan Teaching and Learning Cycle to guide the planning process
- Discuss modifications to assessment with the Head of Curriculum
- Establish students' levels of knowledge, skills and understanding

## During Planning

- Be clear as to what Content Descriptors / Essential learnings are being assessed and what standards you are moving all children towards and how
- Use the [Unit Plan Adaptation Record](#) to front end assessment – see HOC for support if required
- Organise your groupings/ lessons to cater for all learners – document how you are catering for Differentiation using agreed format. See Head of Curriculum or STLN for support.
- Implement and monitor Individual Education Plans, Evidence Based Plans, where required. Meet with Support Education Program teacher, student and support staff as needed. Adjust planning for students according to the Education Adjustment Profile.
- Take responsibility for identification and referral of students to the STLan/Principal/RTI team, and for the intervention processes in their classrooms.
- Organise resources well in advance for lessons.

## During Teaching

- Implement Consolidations and Explicit Instruction into lessons daily
- Teach the minimum allocation of time for each curriculum area
- Have a clear and detailed Weekly / Daily Plan
- Balance the practice of photocopied worksheets with a range of interactive and pedagogical practices including digital technologies.
- Ensure activities are corrected/marked, results are recorded for assessment, regular feedback is provided to students and parents.

### Curriculum Plan – Yearly and Term Overview

... is provided by the HOC and provides an overview of the context for learning and assessment devices

### Weekly Planning

... allows you to set out lessons on a daily basis with an opportunity to see all the week's lesson sequentially. It includes playground duty, meetings and jobs to do. It acts as an informative guide and a reflection tool. This can also be shown in a *Daily Plan* which indicates what needs to be taught through Explicit Instruction, resources and differentiation for

### Weekly Timetable

... shows the breakdown of curriculum into specific time allocations and priority areas



# Assessment

An integral part of the teaching and learning process is the assessment process which allows teachers to gain a picture of student progress and their learning needs. We believe that assessment should be:

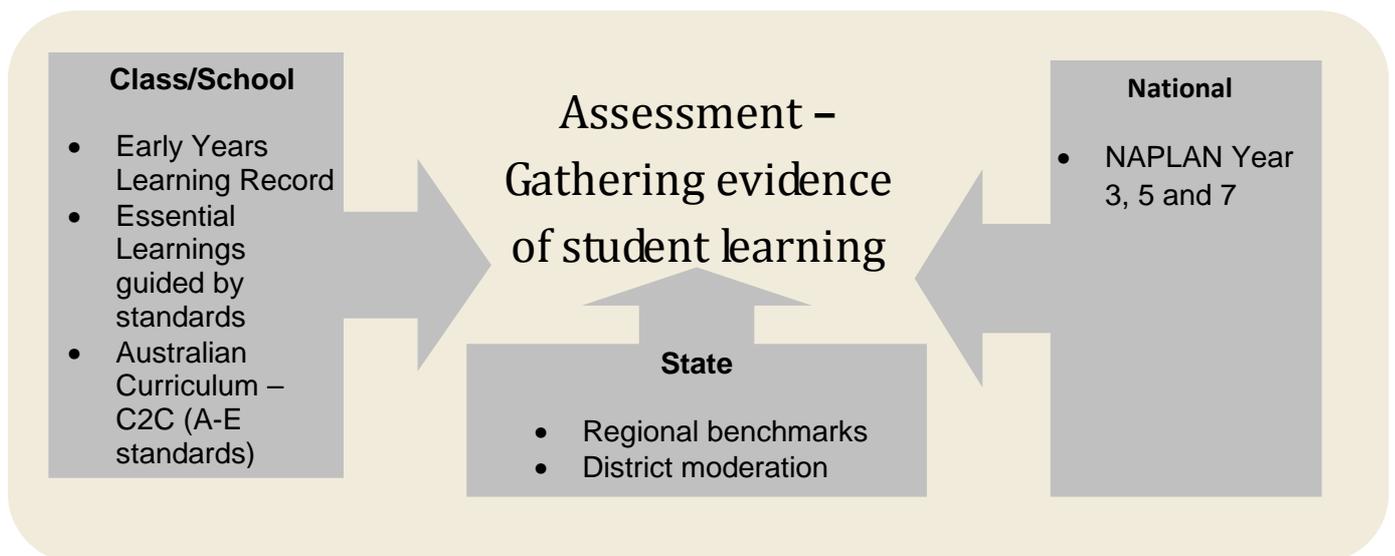
- valid
- explicit
- comprehensive

Assessment should:

- provide all students with the opportunity to demonstrate the extent and depth of their learning
- inform planning and teaching as well as reporting.

At Meringandan assessment is:

- Embedded within units of work and key learning areas
- Ongoing
- Planned and purposeful
- Responsive to student need allowing for some negotiation of tasks as well as providing a variety of avenues for students to demonstrate their learning
- Explicitly mapped within a whole school plan across year levels
- Guided by standards and benchmarks
- Moderated at teacher team and regional meetings, cluster meetings and district moderation
- Aligned to the Australian Curriculum through the Queensland Curriculum – *Curriculum into the Classroom (C2C)*



## Reporting

At Meringandan State School we will report the intended curriculum and how well it has been learned by each student through the:

- Early Years Curriculum Guidelines, Early Years Record using phase descriptors as appropriate in Prep
- Five point achievement scale for students in Years Prep-7 in the Australian Curriculum English, Maths, Science, History and Geography
- NAPLAN student reports and school wide data.

We will:

- Collect student work samples as evidence of learning
- Provide formal reports twice yearly at the end of each semester
- Offer formal teacher/parent meetings at least twice a year
- Offer a variety of informal opportunities for parents/carers to meet with teachers
- Encourage parents/carers to meet with teachers as needed to discuss their children's progress and suggest possible home support activities
- Provide timely feedback to students about how they are progressing and suggest ways for improvement.

## Resources

- [Embedding Aboriginal and Torres Strait Islander Perspectives in Schools](#) (EATSIPS)
- [Solid Partners Solid Futures](#)
- [Australian Curriculum](#)
- [Australian Curriculum, Assessment and Reporting Authority](#) (ACARA)
- [Queensland Syllabus Documents](#) – Technology, the Arts, Health and Physical Education and LOTE
- [Early Years Curriculum Guidelines](#) (EYCG)
- [Queensland Framework for Gifted and Talented Education](#)
- [Learning and Wellbeing Framework](#)
- [P–12 Curriculum Framework](#) – Policy, Principles and Guidelines for Queensland State Schools
- [Queensland Curriculum and Assessment Authority](#) (QCAA) - Essentials and Standards, Reporting and Assessment Framework
- Queensland Curriculum and Assessment Authority (QCAA): [Time allocations and entitlement – Advice on implementing the Australian Curriculum F\(P\)–10](#)
- [Australian Professional Standards for Teachers](#) - AISTL
- [Smart Classrooms Framework](#)
- [Symphony of Teaching and Learning](#) (SoTaL)
- [Meringandan Spelling Program](#)
- Meringandan Reading Program (*under advisement*)
- [Meringandan ICT Program](#)
- [Meringandan Number Facts Program](#)
- [Meringandan Pedagogical Feedback and Explicit Instruction – Teacher Handbook](#)
- [Meringandan Pedagogical Framework](#)



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