Lockhart State School Profile

Lockhart River is located on the eastern coast of Cape York Peninsula in Far North Queensland. It is approximately 750 km north of Cairns via the Peninsula Developmental Road. The population of Lockhart River is about 800 people.

All students at Lockhart State School live in the community of Lockhart River. Most student’s parents, grandparents and family members have attended the school at its current location and before that at Old Site.

The school caters for students from Pre Prep to Secondary with 120 students enrolled at the school. Pre Prep students attend 3 days per week.

The majority of secondary students attend boarding school. An alternate program is offered to those students who do not attend boarding school. Students at Lockhart State School identify as Aboriginal or Aboriginal/Torres Strait Islander and represent five traditional family groups from this part of Cape York. Creole is the predominant language spoken at Lockhart, traditional languages are spoken by a few elders. The students are all English as Second Language (ESL) speakers, which presents challenges for all students and teachers alike as a high level of Standard Australian English is required to deliver the Curriculum and in the workforce at the culmination of Year Twelve.

The staff consists of classroom and specialist teachers, community teachers and teacher aides from the local community. Teachers are encouraged to work closely with the teacher-aide allocated to their class in order to build their understanding of the students, their families and the local community.
Our Schools Vision

Our curriculum vision is to be a socially stable and supportive learning community that engages and supports students in their education, challenging them to excel and be creative, active, informed and respected citizens in an evolving global community. Every day as a part of who we are, we teach, support and dare our learning community to:

- **Respect Yourself**
- **Respect Others**
- **Respect the Environment**

Our school is committed to providing education that:
- is targeted and focused on improvement
- supports the range of learners across our school to achieve at high levels
- promotes excellence in teaching and learning is strategically planned for explicit instruction
- is inclusive
- makes links with the local and global community is intellectually challenging
Purpose of Planning

Access to a rich and engaging curriculum for all students is important. Queensland state schools are required to follow C2C in the learning areas of English, Mathematics and Science and the Essential Learnings in all other Key Learning Areas (KLAs) each year from Year P to 9.

International, national and state data highlights the need to focus attention on the teaching and learning of English, Mathematics and Science to improve student achievement in these important areas.

English and Mathematics are fundamental in all years of schooling and must therefore be a primary focus of learning. The focus on science recognises that studying this KLA provides an essential preparation for twenty-first century living.

While schools will continue to teach all KLAs, it is important that we prioritise English, mathematics and science. Required time allocations for English, mathematics and science in Years P to 7 are provided in the table below. These allocations represent minimum times.

<table>
<thead>
<tr>
<th>Learning area</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7 hrs</td>
<td>7 hrs</td>
<td>7 hrs</td>
<td>7 hrs</td>
<td>6 hrs</td>
<td>6 hrs</td>
<td>6 hrs</td>
<td>6 hrs</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
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<tr>
<td>Science</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1.75 hrs</td>
<td>1.75 hrs</td>
<td>1.75 hrs</td>
<td>1.75 hrs</td>
<td>2.5 hrs</td>
</tr>
</tbody>
</table>

The goal of our curriculum planning is to maximise learning and achievement for every student. Curriculum planning occurs at different levels in the school with a different purpose for each level of planning eg:

- at whole-school and/or cluster level to establish **goals** and **align the processes** within the school to support
those goals

- **planning the learning sequence** across multiple year levels collaboratively planning **units or tasks** for a year level or for multi-age cohort

- **planning to progress the learning of a particular class** and focused teaching for particular groups and individuals.

**Considerations** in planning school curriculum include:

- aligning teaching, assessment and reporting with the intended curriculum
- (QCARF Essential Learnings & Literacy/Numeracy Indicators) planning for continuity of learning – across year levels and phases attending to the specific demands, understandings and skills of each Key Learning Area
- collaboratively planning units or tasks (for a year level or multi-age cohort)
- using evidence and data to shape specific and deliberate pedagogy for a class, group, or individuals
- applying considerations from the Break it Down, Build it Up Framework, the Teaching/Learning Cycle and Backward Mapping strategy during planning processes
- planning to meet all students’ needs using ICTs to promote learning embedding Aboriginal and Torres Strait Islander perspectives within the context of each unit (rather than as ‘stand-alone’ units of study)
Dimensions of Teaching and Learning

What do we want students to learn?
- Essential Learnings Years 1-9
- P-9 Literacy and Numeracy Indicators

What supports our planning?
- In-class and school based assessment and monitoring
- Diagnostics and formative assessment for early intervention
- Queensland Comparable Assessment Tasks Years 4, 6, 9
- NAPLAN

Curriculum intent

Assessment

Teaching and sequencing learning

Making judgments

Feedback

Our students
Working together to ensure that every day, in every classroom, every student is learning and achieving

How will we teach it to maximise learning for each student?
- Through explicit and targeted teaching in response to student data.

How can we tell how well students have learned?
- Have we used standards?
- Have we achieved consistency in our judgments?

How will students demonstrate what they know and can do?
What evidence of learning do we need?
- In-class and school based assessment and monitoring
- Diagnostics and formative assessment for early intervention
- Queensland Comparable Assessment Tasks Years 4, 6, 9
- NAPLAN
Informing the planning

**The Teaching and Learning Cycle**

- **Building field knowledge**
  - Engage with particular types of texts and parts of text (not just the type required for assessment)
  - Identify sources of information
  - Discuss posters
  - Discuss content, but also discipline, e.g. how the KLA ‘sees’ the world.

- **Constructing**
  - Modelling with Exemplar
    - Joint Construction
    - Independent Construction
    - Conferencing

- **Assessment**

- **Deconstructing**
  - Engage with the text you are asking them to produce. Present
eamples and non-examples of the chosen text for assessment-
compare and contrast features and purposes.
  - Discuss purpose - discussion about who would write that particular text and why.
  - Explicitly teach the generic structure and salient language features.
## The Informing Frames of the EQ Literacy Strategy

<table>
<thead>
<tr>
<th>Informing Frame</th>
<th>Uses</th>
<th>Examples of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Functional Model of Language</strong></td>
<td>unpacking language and literacy demands in systematic and consistent ways planning a whole-school scope and sequence of units of work and associated literacy demands determining language features for teaching and assessment making criteria for assessment explicit to teachers and students providing a metalanguage for teachers to have a consistent and common language for talking about language identifying professional learning needs – individual and whole school a focus for the Whole-school literacy improvement cycle</td>
<td>teachers using the model as the framework to compare and contrast the language features of a narrative and exposition teachers scaffolding students to make their language more ‘written like’ in a SOSE report teachers writing an ‘A’ exemplar and identifying language features for teaching and assessment teachers and students identifying the purpose and generic structure of a discussion text type in SOSE a teacher leading students to compare the language features of a persuasive text when asking their parents for extra pocket money or lobbying the principal for funding for a school vegetable garden students identifying how and why a writer has used a range of processes in a narrative text in English a teacher modelling the use of linking conjunctions (eg and, but) in a recount of a cooperative team reflection activity in HPE teachers and students identifying and discussing the use of figurative language in a narrative text in English teachers jointly constructing a criteria sheet for an assessment in SOSE which makes explicit to students and teachers the assessment criteria that will be used</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
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</tr>
<tr>
<td>Provides a framework for explicitly identifying and teaching the patterns of language and grammar in a range of social and cultural contexts</td>
<td>aponed classroom and/or whole school literacy practices ensuring a range of literacy practices are evident in the Teaching and Learning Cycle reflecting upon own teaching practices ensuring a range of assessment information in collected identifying professional development needs – individual and whole school identifying professional learning needs – individual and whole school</td>
<td>teachers identifying which resource/s students are required to use in a series of planned literacy lessons teachers auditing a unit of work to ensure a balanced use of the four resources in literacy teaching teachers planning questions to use with students to ensure they are using ‘text user’ and ‘code breaker’ resources teachers working with students in guided reading to ‘break the code’ and ‘make meaning’ a school literacy team surveying teachers regarding their use of text analyst resources in classroom practice</td>
</tr>
<tr>
<td><strong>Four Resource Mode</strong></td>
<td></td>
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</tr>
<tr>
<td>Provides a framework for teachers to plan, teach and assess a balanced repertoire of literacy practices</td>
<td>auditing classroom and/or whole school literacy practices ensuring a range of literacy practices are evident in the Teaching and Learning Cycle reflecting upon own teaching practices ensuring a range of assessment information in collected identifying professional development needs – individual and whole school identifying professional learning needs – individual and whole school</td>
<td>teachers identifying which resource/s students are required to use in a series of planned literacy lessons teachers auditing a unit of work to ensure a balanced use of the four resources in literacy teaching teachers planning questions to use with students to ensure they are using ‘text user’ and ‘code breaker’ resources teachers working with students in guided reading to ‘break the code’ and ‘make meaning’ a school literacy team surveying teachers regarding their use of text analyst resources in classroom practice</td>
</tr>
</tbody>
</table>
**Productive Pedagogies**

The Productive Pedagogies describe a common framework under which teachers can choose and develop strategies in relation to:

- **what are they teaching**
- **the variable styles, approaches and backgrounds of their students**

Teachers can use them to focus instruction and improve student outcomes. Some are more suited for teaching certain knowledge and skills than others. Therefore, when using Productive Pedagogies teachers should:

- consider and understand the backgrounds and preferred learning styles of their students
- identify the repertoires of practice and operational fields to be targeted
- evaluate their own array of teaching strategies and select and apply the appropriate ones.

Each of the 20 Productive Pedagogies includes an example of how they may appear in practice:

<table>
<thead>
<tr>
<th>Intellectual Quality</th>
<th>Connectedness</th>
<th>Supportive Classroom Environments</th>
<th>Valuing and Responding to Difference</th>
</tr>
</thead>
</table>
| **Higher-order thinking:**
  This element requires students to combine facts and ideas in order to synthesise, generalise, explain, hypothesise or arrive at some conclusion or interpretation. | Connectedness to the World: This element measures the extent to which the lesson has value and meaning beyond the instructional context, connecting to the larger social context within which students live. | Student Direction: This element examines the degree of student influence on the nature of activities and the way they are implemented. | Cultural Differences: This element is present when more than one cultural group is present and given status within the curriculum. Cultural groups can be distinguished by gender, ethnicity, race, religion, economic status or age. |
| **Deep Knowledge:**
  This element is evident in the central ideas of a topic or discipline.
  Knowledge is deep or thick because such knowledge is judged to be crucial to a topic or discipline. | Problem-based Curriculum: This element is identified by lessons in which students are presented with a specific real, practical, or hypothetical problem (or set of problems) to solve. | Social Support: This element is present when the teacher supports students by conveying high expectations for all students. Students are supported to take risks and persevere to master challenging academic work. | Inclusivity: This element is identified by the degree to which non-dominant groups are represented in classroom practices by participation. |
<table>
<thead>
<tr>
<th>Substantive Conversation: This element is evident when there is considerable teacher-student and student-student interaction about the ideas of a substantive topic; the interaction is reciprocal and it promotes coherent shared understanding.</th>
<th>Knowledge Integration: This element is identifiable when knowledge from two or more subject areas is integrated into a structure such as a KLA. For example, the subjects biology, physics and chemistry can be integrated into the KLA of Science.</th>
<th>Academic engagement: This element is identified by on-task behaviours such as attentiveness, doing the assigned work, and showing enthusiasm for this work. Students can show enthusiasm for the work by taking initiative to raise questions or contributing to group tasks an helping peers.</th>
<th>Narrative: This element can be identified by an emphasis in teaching and in student responses on such things as the use of personal stories, biographies, historical accounts and literary and cultural texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge as Problematic: This element involves presenting an understanding of knowledge as being constructed, and hence subject to political, social and cultural influences and implications.</td>
<td>Background Knowledge: This element is present when lessons provide explicit link with students' prior experience. This may include community knowledge, local knowledge, personal experience, media and popular culture sources.</td>
<td>Self Regulation: This element is high when classrooms have developed a culture that encourages students to regulate their own behaviour, movements or dispositions.</td>
<td>Group Identity: This element is manifested when differences and group identities are both positively developed and recognised, while at the same time a sense of community is created. This requires going beyond simple politics of tolerance.</td>
</tr>
<tr>
<td>Metalanguage: This element is evident when there are high levels of talk about language. For example, specific technical vocabulary and how written and spoken texts work.</td>
<td>Explicit Quality Performance Criteria: This element is present when frequent, detailed and specific statements are provided about what it is students are to do in order to achieve the desired quality performance.</td>
<td>Active Citizenship: This element involves acknowledging that in a democratic society all individuals and groups have rights and responsibilities.</td>
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</tbody>
</table>
**Teaching focussed on the achievement of every student**

There is strong evidence to support the assertion that teachers should draw on a range of approaches to the teaching of literacy. These approaches should include a balance of:

- the 6 “Pillars” of Literacy Learning: phonological awareness, oral language, phonics, fluency, vocabulary & comprehension
- explicit teaching of word-, sentence- and text-level grammar, including phonics, spelling, vocabulary, punctuation, clause structures, text structures and visual and digital codes (code breaker)
- scaffolded and contextualised teaching of how to comprehend (interpret) and compose (construct) written, visual and spoken texts (text participant)
- focused teaching of how texts function to achieve a range of purposes in different social situations (text user)
- purposeful teaching of ways language and texts are used to craft points of view, opinions and stereotypes (text analyst).

In this way students will become fluent, accurate and confident users of language, able to interpret and create clearly constructed, coherent texts.

<table>
<thead>
<tr>
<th>Early years of schooling</th>
<th>Middle years of schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Prep, the emphasis is on students:</strong></td>
<td><strong>In Years 1 to 3, the emphasis is on students:</strong></td>
</tr>
<tr>
<td>exploring and experimenting with the codes used in spoken, written, visual and multimodal texts (e.g. letters of the alphabet, visual symbols, vocabulary [e.g. doing and feeling verbs]) making meaning by interpreting familiar topics and making connections with their own experiences (e.g. respond to factual and imaginative texts, read aloud, recount events, and describe and explain their ideas and actions to others) using a small range of spoken texts for different purposes and beginning to use written and visual texts to explore personally significant topics (e.g. observation and comments, transactions and recounts) identifying similarities and differences between visual representations of familiar people, places and things (e.g. identify the ways different people look in different texts).</td>
<td>knowing about and using codes within a small range of texts, including the patterns of visual resources, letters, sounds and words (e.g. spelling, letter–sound relationships, punctuation, vocabulary (e.g. nouns, synonyms), simple and compound sentence structures) making meaning by interpreting and making connections between directly stated ideas and information (e.g. interpret behaviours of a person in a narrative; compare aspects of a place) using a small range of written texts to extend familiar ideas and share information (e.g. procedures, reports and narratives) identifying how visual resources represent people, places, events and things (e.g. recognise stereotypical treatment of people).</td>
</tr>
</tbody>
</table>
Working daily with students who are learning a second language

The everyday language of our students and their families must be recognised and valued. It is important that Lockhart students develop the ability to confidently use their first language as well as Standard Australian English. Our students’ language is integral to their sense of identity and has a role to play in building and enriching community life. Valuing and strengthening community, language and cultural connections enhances students’ participation, attendance and achievements in schools. Teaching ESL (English as Second learning) lists of words or vocabulary in the second language. Languages are complex communication systems, composed of inter-relating linguistic 'layers'.

Break it down, Build it up is a planning and teaching framework to meet the needs of ESL/D learners through Language) students requires an intensive focus on developing their understanding of Language beyond the scope of working with students who are already fluent with SAE. Language learning is much more than just explicit and targeted language teaching in whole class settings. Break it down, Build it up focuses and contextualises language teaching and learning within the school curriculum by:

- explicitly identifying the language demands of a task/unit of work for the specific cohort of students (Break it down)
- sequencing teaching and learning to address these language demands within the curriculum focus (Build it up).

Some significant 'layers' of spoken languages are:

- **phonology** [sounds] - the way sounds are organised in a language
- **semantics** [meanings] - the way meanings are represented and conveyed
- **morphology** [word formation] - the way words can be built up of meaningful parts
- **syntax** [structures] - the way words are arranged to show relationships of meaning within phrases/groups and sentences
- **pragmatics** [social usages] - the factors governing language choices in social interaction
- **discourse or text** [communicating] - the way sentences are structured, grouped and sequenced for achieving a particular purpose in a context

There is a significant difference between teachers understanding grammar and teachers teaching grammar in the classroom.
All these inter-related layers tend to be used automatically by proficient speakers of a language when they are communicating. Language learners, on the other hand, are acquiring knowledge about all these layers. The ways of describing the rules of language are often referred to as 'grammar'.

To be of most help to language learners, a teaching program needs to address development of students' language in all layers. Ideally this means that teachers will have the skills to analyse language at all layers to meet the needs of their ESL learners. When teachers teach their students a meta-language about grammatical features at a text, clause, group, word and inflexional level in SAE, then students and classroom teachers will share a common terminology for discussing grammatical forms and structures, and it will be possible to support students in acquiring a deeper and more accurate control of English. It also empowers students and teachers with the ability to research descriptions and explanations for grammatical phenomena independently. The ability to explicitly discuss grammar in all curriculum areas is essential.

If you have learnt English as your L1 [first language] - ie. through constant exposure to English by your caregivers as a baby and through your early years - then you didn't require explanations about when to use conventions of the English language such as:

- *at* or *to* (prepositions)
- *am, is* or *are* (present tense forms of the verb *be*);
- *he* or *him* (forms of the singular, masculine pronoun with different sentence functions) etc.

When we learn our first language(s) we "pick up" such structures gradually but seemingly automatically, as explicit teaching is not required or given. Second language learners, on the other hand, benefit greatly from explicit teaching of the target language structures, particularly when this teaching targets relevant information at an appropriate level.
Explicit language teaching is especially important for students who have a creole or another non-standard variety as their L1. The "Separating Step" on the code-switching stairway (see Making the Jump) involves the development of understandings of how the family language differs from Standard Australian English. (Of course, the "Awareness Step" - the existence of different language varieties - comes first). "Separation" requires that teachers understand enough about how English works to bring language differences to the notice of their students and to find ways to describe how the language works.

Students who speak a creole need explicit ESL teaching about these differences to enable them to separate their L1 creole (eg. Bamatalk, Torres Strait Creole, Yarrie Lingo) from SAE. This assists learners to deal with possible transfer between superficially related languages.

Isn't grammar just about speaking properly?
The term 'grammar' can refer to a few different things. To many people, grammar refers to a prescriptive set of rules that dictates how people should use language. In the old days, 'rules of grammar' were taught in the classroom and students were taught to analyse (or 'parse') sentences. This approach was originally based on Latin grammar (and therefore often inappropriate for English) and by the late 1970s was largely dropped from the curriculum.

Today, the term 'grammar' is usually used by linguists to refer to a set of rules that describe or explain how a language works. Because all languages change over time, the rules in a 'descriptive grammar' also change. When we talk about teaching grammar, we refer to teaching a meta-language for talking about grammatical features at a text, clause, group, word and inflexional level. When students and teacher have a shared meta-language for talking about these layers of language it is much easier to discuss aspects of language relevant to all curriculum areas.

What's the difference between traditional grammar and functional grammar?

*Traditional grammar* refers to ways of analysing and describing language which have been passed down from the classical period in Europe (Ancient Greece and Rome) to today. Many people have learned some
traditional grammar from their schooldays (terms like *noun*, *verb*, *subject*, *object* etc), dictionary entries (like *adj* (adjective), *prep* (preposition) etc) and/or foreign language classes. Traditional grammar is particularly useful for explaining layers of language at the sentence level and below, eg. sentences, clauses, phrases, words, prefixes, suffixes and word-formation. Traditional grammar is not a unified theory or model of language - its terms and categories can be used in all kinds of ways, including descriptively (describing what people say), analytically (assigning categories and functions to language elements) or prescriptively (telling people what is correct, sometimes arbitrarily).

**Functional grammar** is particularly helpful for explaining how language is selected and organised in particular ways for particular socio-cultural purposes. Important variables for describing such different usages are *field* (information), *tenor* (formality) and *mode* (spoken/written). The functional grammar approach is based on the work of Halliday and his *Functional Language Approach*. In classroom contexts, a functional grammar approach is usually associated with *genres*, which are reasonably predictable, identifiable ways of using language. A functional grammar approach aims to:

- make the workings of the language system explicit
- construct knowledge about language use, workings and patterns across all key learning areas
- build understandings about the patterned ways meanings are made within and across genres so that teachers are able to develop student ability to understand and produce those genres
- enable learners to understand and use the differences between spoken and written language

Further information can be found through these references:

Planning Process

**Curriculum Intent**
- What do we want students to learn?
  - Prey Early Years Curriculum Guidelines
  - QCAR Essential Learnings and Standards
  - Senior Phase syllabuses, VET
  - Literacy
  - Numeracy
  - Standard Australian English
  - Capabilities and values to be active and responsible citizens

**Support by**
- NLA syllabuses
- All current system initiatives and requirements
- Shaped for the school’s community.

**Pedagogy**
- How will it be taught to maximize learning for all learners?
- Who are the learners? How do they learn?
- What do they know?
  - Productive pedagogies
  - Professional Standards for Teachers
  - Explicit and targeted teaching to meet particular learning needs

**What have they learned?**
- Use data from:
  - School assessment
  - Ongoing classroom monitoring
  - Year 2 Net
  - Qld CATs
  - National testing program

**Assessment**
- What evidence of learning is needed and how will we collect this?
  - School-based assessment guided by standards
  - Queensland Competency-Based Assessment Tasks Years 1, 6 and 9
  - VET competency-based assessment
  - National testing program

**Reporting against standards**
- How well have they learned?
  - Prey and reporting guided by Early Years Curriculum Guidelines and Phase Descriptors
  - Five-point scale Years 1–12 (QCAR Standards Year 1–9, Senior Syllabuses, and VET Competency standards)
  - Reporting Queensland Comparable Assessment Tasks

**Student**
1. Consider the **Curriculum Framework** identified in this document plus systemic demands such as *Essential Learnings, QCATs, NAPLAN, Pat R and Pat M* and align with the context of school and your understanding of the students in your class.

2. Use this information to develop your **Rationale** for your unit.

3. Consider and articulate what the **Curriculum Intent** is that you want your students to take out of the unit of work.

4. Reflecting on those deep understandings, consider what **Evidence of Student Knowledge, Understanding and Ways of Working** will demonstrate to you that *students* have achieved the desired deep understandings.

5. Articulate how this evidence will be enacted by students through specific **Assessment Tasks**.

6. Develop an **exemplar** of your key assessment task and use this to create a criteria sheet. (On One School)

7. In reflection of the desired end point of your unit, backward map the **Required Stages of Learning** students will need to work through to achieve unit outcomes – embed this with the **Break It Down, Build it Up framework** for the Teaching & Learning Cycle.

8. Incorporate **ICT for Teaching & Learning** and the **embedding of Indigenous Perspectives**.

9. Overlay frameworks such as **Productive Pedagogies, Four Resource Model** and **Functional Model of Language** as reflection tools.
<table>
<thead>
<tr>
<th>Unit</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Exploring our new world</td>
<td>Exploring stories</td>
<td>Interacting with others</td>
<td>Responding to texts</td>
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<tr>
<td></td>
<td>Text types: a range of literary and non-literary texts including fiction, non-fiction books and everyday texts</td>
<td>Text types: a range of literary and non-literary texts</td>
<td>Text types: a range of multimodal texts, including poetry and rhymes</td>
<td>Text types: a range of texts, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia</td>
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<td></td>
<td></td>
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<tr>
<td>I</td>
<td>Exploring emotion in picture books</td>
<td>Retelling stories</td>
<td>Exploring characters in stories</td>
<td>Examining language of communication — questioning</td>
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<tr>
<td></td>
<td>Text type: written and digital picture books and traditional tales</td>
<td>Text type: picture books and stories from their own and other cultures</td>
<td>Text type: spoken, written and multimodal literary texts</td>
<td>Text type: a variety of texts using animal characters</td>
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<tr>
<td></td>
<td>I</td>
<td>Engaging with poetry</td>
<td>Humorous poems</td>
<td>Text type: picture books and stories</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Text type: humorous poems</td>
<td>Text type: a variety of texts using animal characters</td>
<td>Text type: interpret written and digital procedural texts</td>
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<td></td>
<td></td>
<td>Creating digital texts</td>
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<td></td>
<td></td>
<td></td>
<td>Text type: range of narrative texts</td>
<td></td>
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</tbody>
</table>
| 2 | Reading, writing and performing poetry  
Text types: a range of poems using imagery about a particular topic | Retelling stories of families and friends  
Text types: a variety of texts including traditional oral stories, simple biographies, plays and drama activities about families and friendships | Identifying stereotypes  
Text types: a variety of texts to explore how depictions of characters in print, sound and images create stereotypes | Responding persuasively to narratives  
Text types: a variety of literary texts to explore how stereotypes are used to persuade audiences | Exploring procedural texts  
Text types: a variety of everyday procedural texts and familiar stories that involve a procedure e.g. fairy tales, traditional stories and contemporary stories | Exploring informative texts  
Text types: a range of informative texts and familiar stories; simple newspaper reports | Exploring narrative texts  
Text types: a range of stories from other cultures, including traditional oral tales, picture books, film, plays and drama performances | Exploring plot and characterisation in stories  
Text types: a variety of stories including dreaming stories, picture books, traditional tales and digital texts |
|---|---|---|---|---|---|---|---|---|
| 3 | Analysing and creating a persuasive text  
Text types: digital, written and spoken reviews of literary texts | Investigating character and characterisation  
Text types: short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character | Exploring personal experiences through events  
Text types: literary and informative texts portraying experiences of an event or celebration | Exploring procedure  
Text types: informative, literary and digital texts on caring for other things, including instruction manuals | Reading and responding to different versions of a story  
Text types: a range of stories, with a focus on different versions of the same story | Creating online narratives  
Text types: a range of narratives presented as simple chapter books, including digital texts | Reading, writing and performing poetry  
Text types: a range of poetry from and about Australia’s past | Reading, writing and responding to people’s stories from the past  
Text types: informative and imaginative texts, including online texts, set in the past about people and their experiences |
| 4 | Examining humour in poetry  
Text types: a variety of humorous poetry by different authors | Innovating on literary texts  
Text types: a variety of familiar narratives including fairy tales and digital texts | Exploring recounts of texts set in the past  
Text types: a variety of historical texts including narratives, diaries, logs, journals, newspaper reports and documentaries | Retelling a familiar story  
Text types: a stories from and about Aboriginal and Torres Strait Islander histories and cultures | Exploring quest novels  
Text types: quest novels | Creating stories set in the past  
Text types: stories from and about people in Australia’s past including those from other cultures and contemporary stories about people in Australia | Investigating persuasion  
Text types: a range of non-fiction and multimodal persuasive product advertisements from different times | Persuading others  
Text types: a range of commercial packaging and related advertisements |
| 5 | Examining characters in animated film  
Text type: suitable comic books –print and digital -  
Text type: a class set of | Examining literary texts - fantasy  
Text type: news articles and | Speaking to persuade others  
Text type: range of multimodal | Appreciating poetry  
Text type: poetry, songs, | Responding to poetry  
Text type: range of narrative | Exploring narrative and narrative film  
Text type: films | Reviewing narrative film  
Text type: narrative films |
<table>
<thead>
<tr>
<th></th>
<th>and excerpts from cartoons and novels involving flashbacks or shifts in time and non-stereotypical characters.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Examining short stories Text type: a range of short stories on a similar theme, including stories from and about Aboriginal and Torres Strait Islander histories and cultures.</td>
</tr>
<tr>
<td></td>
<td>Writing a short story Text type: short stories exploring interpersonal relationships and ethical dilemmas; selection of traditional stories from different cultures and storytelling traditions, presented as spoken, print and digital texts.</td>
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<td></td>
<td>Examining advertising in the media Text type: multimodal advertisements from magazines, billboards and television.</td>
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<td></td>
<td>Examining persuasive techniques in news reports Text type: a variety of news reports from print, television, radio and internet.</td>
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<tr>
<td></td>
<td>Exploring literary texts by the same author Text types: a range of novels by the same author (a number of authors could be studied in this unit); also, texts that build understanding of the author, the ideas explored in the novel and textual features of novels.</td>
</tr>
<tr>
<td></td>
<td>Interpreting a literary text Text types: a class set of a novel set in earlier times; novel/s studied in previous unit.</td>
</tr>
<tr>
<td></td>
<td>Comparing informative texts Text types: a range of informative texts, for example recipe, manual of instructions and directions, textbook with description of natural phenomena, recount of events, rules and laws.</td>
</tr>
<tr>
<td></td>
<td>Transforming a text Text type: multimodal advertisements from magazines, billboards and television.</td>
</tr>
<tr>
<td>7</td>
<td>Speaking persuasively: representations of issues in media texts Text types: a range of media texts from magazines, newspapers, television, radio and internet.</td>
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<td></td>
<td>Speaking persuasively from a character’s point of view Text types: myths and legends from an ancient culture.</td>
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<td></td>
<td>Reading and creating life writing: biographies Text type: autobiographies and excerpts from autobiographies.</td>
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<tr>
<td></td>
<td>Reading and interpreting literature about Australia and Australians in literature Text types: texts that feature different representations of Australia and Australians written by authors from other countries.</td>
</tr>
<tr>
<td></td>
<td>Exploring perspectives on Australian poetry and songs Text types: a variety of songs and poems about Australian and Australians.</td>
</tr>
</tbody>
</table>
| P | **Me myself and I**
Throughout this unit, continuous elements of mathematics will be repeated frequently to consolidate foundation learning concepts and make them automatic. |
|---|---|
| I | In this unit students build upon prior learning. They will:
- explore numbers to 100, including partitioning and the use of number lines
- skip counting by twos, fives, and tens
- solve simple addition and subtraction problems
- recognise part-whole relationships
- tell time to the half-hour
- describe duration, using months, weeks days and hours
- connect days of the week to familiar events and actions
- describe position and movement. | In this unit students build upon prior learning. They will:
- explore numbers to 100, including partitioning and the use of number lines
- skip counting by twos, fives, and tens
- solve simple addition and subtraction problems
- recognise part-whole relationships
- sort, describe and recognise familiar two-dimensional shapes and three-dimensional and objects. | In this unit students build upon Term 1 concepts. They will:
- investigate, explore and describe patterns in number including partitioning and the use of number lines
- skip count by twos, fives, and tens
- solve simple addition and subtraction problems
- measure using uniform informal units
- measure and compare the length and capacity of objects
- choose simple. | In this unit students build upon Term 1 concepts. They will:
- investigate, explore and describe patterns in number including partitioning and the use of number lines
- skip count by twos, fives, and tens
- solve simple addition and subtraction problems
- measure using uniform informal units
- measure and compare the length and capacity of objects
- choose simple. | In this unit students build upon Term 1 and 2 concepts. They will:
- apply knowledge of number to practical situations, including addition, subtraction and partitioning
- skip count by twos, fives and tens
- recognise and describe one-half as one of two equal parts of a whole
- make comparisons of length and capacity in practical applications
- tell time to the half-hour
- describe duration using. | In this unit students build upon Term 1, 2 and 3 concepts. They will:
- apply knowledge of number to practical situations, including addition, subtraction and partitioning
- describe one-half as one of two equal parts of a whole
- recognise coins and make comparisons
- give and follow directions to familiar locations
- identify outcomes of familiar events involving chance
- choose simple questions and
In this unit students build upon prior learning. They will:
- explore number sequencing, counting, grouping, partitioning and ordering collections to at least 1000
- investigate the connection between addition and subtraction through mental and written strategies and representations of problems
- recognise and represent multiplication as arrays, groups, and patterns
- read time to the quarter hour
- explore monthly and seasonal data and use in the creation of data displays.
| 3 | In this unit students build upon prior learning. They will:  
• investigate number patterns with addition and subtraction  
• investigate odd and even numbers  
• apply place value to 10 000  
• recognise and explain the connection between addition and subtraction  
• recall and use single digit addition facts  
• represent money and count change  
• measure, order and compare length, mass and capacity  
• tell time to the minute.  
In this unit students build upon prior learning. They will:  
• investigate number patterns with addition and subtraction  
• investigate odd and even numbers  
• apply place value to 10 000  
• recognise and explain the connection between addition and subtraction  
• recall and use single digit addition facts  
• create and interpret simple grid maps  
• identify angles as a measure of turn.  
In this unit students build upon Term 1 concepts. They will:  
• partition and regroup to 10 000  
• recall and use single digit addition facts  
• model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$  
• make three-dimensional objects  
• locate and describe symmetry in the environment.  
In this unit students build upon Term 1 concepts. They will:  
• partition and regroup to 10 000  
• recall and use single digit addition facts  
• model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$  
• conduct chance experiments  
• identify data sources  
• collect, display and interpret data.  
| 4 | In this unit students build upon prior learning. They will:  
• recognise, represent, order and apply place value of numbers up to tens of thousands  
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In this unit students build upon Term 1, 2 and 3 concepts. They will:  
• partition and regroup to 10 000  
• conduct simple money transactions to the nearest five cents  
• create and interpret simple grid maps  
• locate, describe and identify shapes and symmetry and angles of turn.  
In this unit students build upon Term 1, 2 and 3 concepts. They will:  
• partition and regroup to 10 000  
• conduct simple money transactions to the nearest five cents  
• create and interpret simple grid maps  
• locate, describe and identify shapes and symmetry and angles of turn.  
In this unit students build upon Term 1, 2 and 3 concepts. They will:  
• partition and regroup to 10 000  
• solve problems involving multiplication  
• conduct simple money transactions to the nearest five cents  
• locate, describe and identify shapes and symmetry and angles of turn.  
In this unit students build upon Term 1, 2 and 3 concepts. They will:  
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<td>In this unit students build upon Term 1</td>
<td>In this unit students build upon Term 1 and 2</td>
</tr>
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</table>

In this unit students build upon prior learning. They will:

- Investigate properties of odd and even numbers
- Recall multiplication facts (2, 3, 4, 5, 10)
- Investigate equivalent fractions used in context (count by halves, quarters and thirds)
- Investigate multiplication number patterns.

Order numbers up to tens of thousands
- Recall multiplication and related division facts (2, 3, 4, 5, 6, 9, 10)
- Investigate properties of odd and even numbers
- Investigate number sequences involving multiples (3, 4, 6, 7, 8, 9)
- Locate and represent fractions (halves, thirds and quarters) in a range of contexts and models
- Split and combine two-dimensional shapes
- Investigate the area of regular and irregular shapes
- Compare and classify angles
- Investigate symmetry patterns, pictures and shapes.

Order numbers up to tens of thousands
- Recall multiplication and related division facts (2, 3, 4, 5, 6, 9, 10)
- Investigate properties of odd and even numbers
- Investigate number sequences involving multiples (3, 4, 6, 7, 8, 9)
- Locate and represent fractions (halves, thirds and quarters) in a range of contexts and models
- Select and trial methods for collecting data, including survey questions and recording sheets, related to an issue or problem
- Organise and display data, and interpret and analyse.

Partition, rearrange and regroup numbers to at least tens of thousands
- Recall multiplication and related division facts (2, 3, 4, 5, 6, 9, 10)
- Investigate properties of odd and even numbers
- Investigate number sequences involving multiples (3, 4, 6, 7, 8, 9)
- Locate and represent fractions (halves, thirds and quarters) in a range of contexts and models
- Solve word problems related to money (purchases and change)
- Explore chance in everyday events
- Collect data related to an issue or problem, organise and display data, and interpret and analyse.

Partition, rearrange and regroup numbers to at least tens of thousands
- Recall multiplication and related division facts (0-9)
- Use efficient written and mental strategies for multiplication and division
- Apply place value of numbers to tenths and hundredths
- Use addition and subtraction to find unknown quantities
- Solve word problems related to money (purchases and change)
- Investigate the area of regular and irregular shapes using metric units
- Investigate symmetry patterns, pictures and shapes.

Partition, rearrange and regroup numbers to at least tens of thousands
- Recall multiplication and related division facts (0-9)
- Use efficient written and mental strategies for multiplication and division
- Apply place value of numbers to tenths and hundredths
- Make connections between fractions and decimals (equivalence)
- Solve word problems related to money (purchases and change)
- Investigate length, mass, capacity and temperature
- Investigate location (scale, legend, direction).
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<th>6</th>
<th>In this unit students build upon prior learning. They will:</th>
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<tbody>
<tr>
<td>• identify and describe prime, composite, square and triangular numbers</td>
<td>• use efficient mental and written strategies for all four operations with whole numbers</td>
<td>• compare fractions with related denominators and represent them on a number line</td>
<td>• sequence whole numbers, fractions and decimals and describe</td>
<td>• compare and order common unit fractions and represent them on number line</td>
<td>• investigate patterns with fractions and whole numbers</td>
<td>• identify and describe factors and multiples</td>
<td>• identify and describe prime, composite, square and triangular numbers</td>
</tr>
<tr>
<td>• use estimation, rounding and efficient mental and written strategies to solve problems and check reasonableness of answers to calculations</td>
<td>• pose questions to allow for the collection of data</td>
<td>• construct data displays</td>
<td>• add and subtract decimals</td>
<td>• investigate fractions of a quantity</td>
<td>• estimate, measure, compare and construct angles</td>
<td>• develop strategies to solve problems involving the addition and subtraction of fractions</td>
<td>• use grid references for locations and use directional language.</td>
</tr>
</tbody>
</table>
mass and capacity
• construct prisms and pyramids.

the rule used
• explore different ways to present data.

solve length and area problems
• construct and interpret data displays
• represent data in a variety of ways
• interpret secondary data.

relationship between fractions, decimals and percentage
• solve length and area problems.

discounts
• solve problems involving length, mass and capacity
• connect volume and capacity
• investigate angles.

describe probability (using fractions, decimals and percentage)
• conduct chance experiments (observed and expected frequency)
• compare observed frequencies across experiments with expected frequencies.

understand order of operations
• connect volume and capacity
• interpret and use timetables
• investigate combinations of translations, reflections and rotations
• use the Cartesian coordinate system in relation to all four quadrants.

solve problems involving length, mass and capacity
• connect volume and capacity
• investigate angles.

discounts
• use repeated trials of chance experiments to make predictions of likely outcomes.
### Science

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
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</thead>
</table>
| **P** | Unit 1: Our living world  
In this unit, students investigate the needs of living things. They develop the understanding that the survival of all living things is reliant on basic needs being met.  

Unit 2: Our material world  
In this unit, students use their senses to examine familiar objects. They explore the materials of which these objects are made and their properties.  

Unit 3: Weather watch  
In this unit, students explore daily and seasonal changes in the weather. They make links to how these changes in their immediate environment affect them and their daily activities.  

Unit 4: I like to move it, move it  
In this unit, students examine how things move. They draw conclusions about the factors influencing that movement. |
| 1 | Unit 1: Living adventure  
In this unit, students will examine a range of living things to explore links between external features of living things and the environment where their needs are met. They will use this information to predict consequences of environmental change.  

Unit 2: Material madness  
In this unit, students will explore physical changes occurring to familiar materials and apply this knowledge to create something they can use.  

Unit 3: Changes around me  
In this unit, students will compare the changes that occur in the sky and landscape. They will make links to how the changes affect their experiences.  

Unit 4: Light and sound  
In this unit, students investigate a range of sources that produce light and sound. They will keep a record of their developing scientific understanding through their sensory explorations of light and sound. |
| 2 | Unit 1: Mix, make and use  
In this unit, students investigate combinations of different materials and give reasons for the selection of particular materials. Students will make something they can use in their daily lives.  

Unit 2: Toy factory  
In this unit, students explain the movement of objects used for their play and relate these to the pushes and pulls involved. Students then apply this knowledge to explain the movement of a toy they create.  

Unit 3: Good to grow  
In this unit, students explore how living things change as they grow. Students will identify patterns of growth and the relationships between parents and their offspring.  

Unit 4: Save planet Earth  
In this unit, students investigate ways the Earth’s resources can be used and managed. They will identify actions to conserve these resources. |
| 3 | Unit 1: Is it living?  
In this unit, students will describe patterns and relationships as they classify living and non-living things. They will gather data on the diversity of living and non-living things in their local environment. Students will:  

Unit 2: Spinning Earth  
In this unit, students will demonstrate their knowledge of Earth’s rotation on its axis. They will explore different cultural understandings of the relationship between the sun and Earth causing day and night.  

Unit 3: Hot stuff  
In this unit, students investigate how heat can be transferred through conduction. Students demonstrate this knowledge about heating by adapting a familiar task.  

Unit 4: What’s the matter?  
This unit involves students investigating the properties of solids and liquids and the effect of adding or removing heat. Students will evaluate how adding or removing heat affects materials in everyday life. |
| 4 | Unit 1: Here today gone tomorrow  
In this unit, students explore the effect of human activity, natural disasters and extreme weather that cause erosion of the Earth’s surface.  

Unit 2: Ready, set, grow!  
In this unit, students will investigate life cycles. They will examine relationships between living things and their  

Unit 3: Material use  
In this unit, students will investigate a range of physical properties of materials and consider how these influence their  

Unit 4: Speedy but safe  
In this unit, students will investigate how forces affect objects through direct and indirect contact and relate this to the |
<table>
<thead>
<tr>
<th>5</th>
<th>Unit 1: Survival in the Australian environment</th>
<th>Unit 2: Our place in the solar system</th>
<th>Unit 3: Now you see it</th>
<th>Unit 4: Matter matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit, students examine the structural features and adaptations that assist living things to survive in their environment. They use this new knowledge to pose questions and make predictions about the relationship between adaptations and environmental changes.</td>
<td>In this unit, students explore the place of Earth in the solar system and use this knowledge to look for patterns and relationships between components of this system. They consider how science and technology have advanced understanding of space.</td>
<td>In this unit, students investigate properties of light and the formation of shadows. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices.</td>
<td>In this unit, students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They investigate the observable properties and behaviour of solids, liquids and gases, and the development of composite materials to meet the needs of modern society.</td>
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<th>6</th>
<th>Unit 1: Making changes — comparing reactions</th>
<th>Unit 2: Power up — electricity usage down</th>
<th>Unit 3: Our changing world</th>
<th>Unit 4: Life on Earth</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit, students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They explore the effects of reversible and irreversible reactions in everyday materials and how they are used to address issues facing society.</td>
<td>In this unit, students investigate how energy from a variety of sources can be used to generate electricity. They evaluate personal and community choices to use renewable energy sources to enhance sustainability.</td>
<td>In this unit, students explore ways in which scientific understanding can assist in the early detection of natural disasters and in minimizing their impact. They consider ways science can inform choices about where people live and how they manage natural disasters.</td>
<td>In this unit, students will, through the context of a local environment, investigate the relationship between the growth and survival of living things and the physical conditions of their environment. They examine ways in which humans’ actions impact on the environment and living things.</td>
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<th>7</th>
<th>Unit 1: Water — waste not, want not</th>
<th>Unit 2: Water — waste not, want not (continued)</th>
<th>Unit 3: Moving right along — exploring motion</th>
<th>Unit 4: Moving right along — applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit, students investigate the importance of water, the water cycle, properties of water and separation techniques used to provide clean drinking water.</td>
<td>This unit builds on the concepts explored in Unit 1 and considers how these apply in the community.</td>
<td>In this unit, students investigate how the change to an object’s motion is caused by unbalanced forces acting on an object.</td>
<td>This unit builds on the concepts explored in Unit 3 and considers an application of these forces.</td>
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<th>P</th>
<th>Time, continuity and change</th>
<th>Place and space</th>
<th>Culture and identity</th>
<th>Political and economic systems</th>
</tr>
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<tbody>
<tr>
<td>Changes and continuities are identified through events, people’s contributions and the stories of local communities.</td>
<td>Local natural, social and built environments are defined by specific features and can be sustained by certain activities.</td>
<td>Local communities have different groups with shared values and common interests.</td>
<td>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and service.</td>
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<td>Time, continuity and change</td>
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<td>Local natural, social and built environments are defined by specific features and can be sustained by certain activities.</td>
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<td>Local natural, social and built environments are defined by specific features and can be sustained by certain activities.</td>
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<td>4</td>
<td>Time, continuity and change</td>
<td>Changes and continuities are represented by events and people’s contributions, and are viewed differently by different people.</td>
<td>Place and space</td>
<td>Environments are defined and changed by interactions between people and places.</td>
</tr>
<tr>
<td>5</td>
<td>Time, continuity and change</td>
<td>Changes and continuities are represented by events and people’s contributions, and are viewed differently by different people.</td>
<td>Place and space</td>
<td>Environments are defined and changed by interactions between people and places.</td>
</tr>
<tr>
<td>6</td>
<td>Time, continuity and change</td>
<td>Changes and continuities are linked to particular events and the achievements of individuals and groups that attract different interpretations.</td>
<td>Place and space</td>
<td>Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management.</td>
</tr>
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<td>Changes and continuities are linked to particular events and the achievements of individuals and groups that attract different interpretations.</td>
<td>Place and space</td>
<td>Environments are defined by physical characteristics and processes, and are connected to</td>
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</table>
| P | Children think and enquire by:  
  • investigating technology and considering how it affects everyday life | Technology as a human endeavour  
  Technology is part of our everyday lives and activities. | Information, materials and systems (resources)  
  Resources are used to make products for particular purposes and contexts. |
| 1 | Technology as a human endeavour  
  Technology is part of our everyday lives and activities.  
  • Products include artefacts, systems and environments.  
  • Designs for products are influenced by purpose, audience and availability of resources.  
  • Technology and its products impact on everyday lives in different ways. | Information, materials and systems (resources)  
  Resources are used to make products for particular purposes and contexts.  
  • Resources have characteristics that can be matched to design requirements.  
  • Simple techniques and tools are used to manipulate and process resources. |
| 2 | Technology as a human endeavour  
  Technology is part of our everyday lives and activities.  
  • Products include artefacts, systems and environments.  
  • Designs for products are influenced by purpose, audience and availability of resources.  
  • Technology and its products impact on everyday lives in different ways. | Information, materials and systems (resources)  
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  • Resources have characteristics that can be matched to design requirements.  
  • Simple techniques and tools are used to manipulate and process resources. |
| 3 | Technology as a human endeavour  
  Technology is part of our everyday lives and activities.  
  • Products include artefacts, systems and environments.  
  • Designs for products are influenced by purpose, audience and availability of resources.  
  • Technology and its products impact on everyday lives in different ways. | Information, materials and systems (resources)  
  Resources are used to make products for particular purposes and contexts.  
  • Resources have characteristics that can be matched to design requirements.  
  • Simple techniques and tools are used to manipulate and process resources. |
| 4 | Technology as a human endeavour  
  Technology influences and impacts on people, their communities and environments.  
  • Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments. | Information, materials and systems (resources)  
  The characteristics of resources are matched with tools and techniques to make products to meet design challenges.  
  • Resources have particular characteristics that make them more suitable for a specific purpose and context. |
<table>
<thead>
<tr>
<th>5</th>
<th>Technology as a human endeavour</th>
<th>Information, materials and systems (resources)</th>
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</thead>
<tbody>
<tr>
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<td></td>
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<td>• Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas.</td>
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<td>• The products and processes of technology can have positive or negative impacts.</td>
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<tr>
<td></td>
<td>• Design and development of products are influenced by societies’ changing needs and wants, and include artefacts, systems, environments and services.</td>
<td>Resources are selected according to their characteristics, to match requirements of design challenges and suit the user.</td>
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<tr>
<td></td>
<td>• Product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability.</td>
<td>• Techniques and tools are selected to manipulate or process resources to enhance the quality of products and to match design ideas, standards and specifications.</td>
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<td></td>
<td>• Decisions made about the design, development and use of products can impact positively or negatively on people, their communities and environments.</td>
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<table>
<thead>
<tr>
<th>HPE</th>
<th>Making healthy choices: Children build a sense of wellbeing by making choices about their own and others’ health and safety with increasing independence.</th>
<th>Personal learning</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Gross motor: Children build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment.</td>
<td>Children build a positive sense of self by:</td>
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<tr>
<td></td>
<td>Fine motor: Children build a sense of wellbeing by using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.</td>
<td>• developing a sense of personal identity as a capable learner</td>
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<td>• acting with increasing independence</td>
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<table>
<thead>
<tr>
<th>1</th>
<th>Health</th>
<th>Personal development</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Sense of self and others</td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td>Children build knowledge.</td>
<td>Children build knowledge.</td>
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</tbody>
</table>
Health is multidimensional and influenced by everyday actions and environments.

- The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings).
- Health behaviours and choices are influenced by personal factors, people and environments.
- Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety.
- A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing.

Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.

- Identity is shaped by personal characteristics and experiences.
- Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences.
- Everyday experiences and relationships give rise to different emotions in self and others.

Understanding and skills to:
- Investigate their sense of self as a member of different communities including home, school and broader cultural groups
- Participate in the development of social rules and suggest roles and responsibilities for maintaining these rules
- Respond positively to changes in learning environments and other school contexts
- Resolve conflicts in peaceful ways
- Persevere with new learning experiences
- Demonstrate responsibility for materials and behaviour in the learning environment
- Identify and discuss values associated with being fair and behaving with respect
- Reflect on and identify how strategies contribute to fairness and respectful behaviour.

Personal development

- Identify and plan actions and routines that support personal hygiene
- Plan and use safe behaviours when interacting with people and in a variety of school contexts
- Identify healthy food choices
- Describe the main roles of familiar health services and workers
- Reflect on and identify how choices and actions influence health and wellbeing.
roads, near water, and in relation to the sun, can promote health and wellbeing and safety.  
- A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing.

| 4 | Health  
Health is multidimensional and influenced by individual and group actions and environments.  
- Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions.  
- Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity.  
- Individual and group action can promote health and wellbeing, including safety.  
- Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels.  

| 5 | Personal development  
Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development.  
- Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments.  
- Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others.  
- Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups.  

| 6 | Health  
Health is multidimensional and influenced by individual, group and community actions, and environments.  
- Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated.  
- Family, peers and the media influence health behaviours.  
- Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks.  
- Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence.  

| 7 | Personal development  
Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.  
- Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture.  
- Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem.  
- Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources.
## Health

Health is multidimensional and influenced by individual, group and community actions, and environments.

### Personal development

Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.

## Arts

Children generate, represent and respond to ideas, experiences and possibilities by:
- experimenting with materials and processes in a variety of creative, imaginative and innovative ways
- discussing and responding to the qualities of their own and others’ representations, experiences and artistic works.

### Dance

Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.

### Drama

Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.

### Media

Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.

### Visual Art

Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.

### Dance (Short)

Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.

### Drama (Short)

Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on

### Media (Short)

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### Visual Art (Short)

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<th>Year</th>
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<th>Year 2</th>
<th>Year 3</th>
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<th>Learning area</th>
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<th>Year 4</th>
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<th>Year 7</th>
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<tr>
<td>English</td>
<td>7 hrs</td>
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<td>7 hrs</td>
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<tr>
<td>Science</td>
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<td>1.75 hrs</td>
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</tbody>
</table>
The Teaching and Learning Cycle

The teaching and learning cycle models the planning, teaching and assessment of literacy across the curriculum. Teachers provide explicit instruction and scaffold learning at each stage of the cycle as their students:

- **build field knowledge** — by developing their understanding of the topic and relevant context. For example, students explore how characters are represented in stories through guided reading, independent viewing and listening to a range of texts. They may also build their knowledge, through modelled reading, of how authors use figurative language in literary descriptions to create images.

- **deconstruct texts** — by analysing examples of the types of texts they will construct, considering both generic structure and associated textual features. For example, through guided writing, students explore how a procedural text is constructed. They may also analyse the language used in a persuasive text through guided reading.

- **construct texts** — by synthesising their understanding of the field with their knowledge of texts and textual features as they construct their own texts through modelled writing, guided writing, independent writing and feedback.

The teaching and learning cycle begins with ‘the end in mind’ by starting with the text that students will construct and working back through the cycle and the underpinning layers of concepts and skills to be able to produce the key text.

<table>
<thead>
<tr>
<th>Planning for teaching - writing</th>
<th>Purpose drives genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine what students will create considering C2C and Essential Learnings (Knowledge and understandings and Ways of working), assessable elements, literacy indicators, purpose and audience</td>
<td></td>
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<tr>
<td>2. Write an exemplar</td>
<td>Planning for teaching - reading</td>
</tr>
<tr>
<td>3. Analyse the exemplar identifying the salient language features</td>
<td>1. Determine what students will read considering Essential Learnings (Knowledge and understanding and Ways of working), assessable elements, literacy indicators, purpose and text complexity</td>
</tr>
<tr>
<td>4. Identify opportunities for assessment e.g. analysing students’ writing; creating a Guide to Making Judgements</td>
<td>2. Analyse the text identifying the salient language features</td>
</tr>
<tr>
<td>5. Plan a sequence of lessons providing opportunities for students to build field knowledge, deconstruct and construct</td>
<td>3. Identify opportunities for assessment e.g. a three-level guide to check on students’ understanding of the text</td>
</tr>
<tr>
<td>6. Choose strategies considering teaching and learning cycle, purpose, text and students’ needs and interests</td>
<td>4. Choose strategies considering teaching and learning cycle, purpose, text and students’ needs and interests</td>
</tr>
</tbody>
</table>
Writing Exemplars – Why Bother?

The primary goal when writing an exemplar is for the teacher to clearly identify the purpose of the proposed task and check that it actually relates specifically to the host KLA, ELS and task question which are the focus of the intended unit of work.

Writing the exemplar enables the teacher to clearly unpack the language features that are salient to the chosen educational genre and to cross check that this is actually the most appropriate genre to use in the context of the intended learning experience/s.

Once this has been established the teacher then uses the exemplar to write the criteria which focuses specifically on the Knowledge and Understanding students need to demonstrate and the language features which will be explicitly taught (note explicitly taught not assumed or acquired through osmosis).

The teacher then designs the learning experiences to build students field knowledge in the subject matter, progressing onto deconstructing the staging (schematic structure) and language features moving towards joint and independent construction.

Throughout every stage of the teaching/learning cycle students need to be scaffolded and the teaching needs to be focussed and explicit.

The exemplar is not something that we just put up and show the students what needs to be written. We have to teach students how to effectively write it (Functional and Traditional grammar BOTH play a significant role here NOT in isolation or de-contextualised).

The Productive Pedagogies, Four Resource Model, Model of Language and The Teaching/Learning Cycle are pivotal in positioning us when we plan learning experiences. We need to make explicit what we assume is implicit.

Gathering collections of exemplars may be useful as a data tracking mechanism to see how we are progressing with our development towards a standard (have we improved the lexical density, clarity, structure and context of the writing). Student work samples are not exemplars they are EXAMPLES relating to the standard that student achieved relevant to the criteria which was designed from the teachers aspirational exemplar.

The danger in utilising an exemplar "off the shelf" rather than actually WRITING one is that we are assuming that we actually know how to attend to the literacy demands of the task and that the students already have the skills to do it. How can we attend to the specific literacy demands of a task and contextualise them in a real life situation for the students if we don't understand the requirements ourselves. (Genre is deeper than the schematic structure).

Writing an exemplar is difficult and challenging and should not be done in isolation, we need to work collaboratively, in doing so we will enhance our own depth of knowledge and understanding. This will translate to pedagogical growth, resulting in student engagement and improved learning outcomes.  

Darrell Sard, NQ Literacy Coach
Assessment and monitoring

Assessment and monitoring of student progress is a pivotal element of the planning cycle and a trait of highly effective teachers.

The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly. (Ausubel, 1968)

Targeted Teaching
Highly effective teachers establish where students are up to in their learning. They understand the importance of first ascertaining students’ current levels of knowledge, skill and understanding. They use ‘starting point’ assessments and diagnoses of individual difficulties and misunderstandings to design effective interventions and teaching. Having established where students are up to in their learning, these teachers then direct their teaching to student needs and readiness. They maximise student learning by differentiating teaching according to student needs (i.e. not teaching to the middle of the class, but personalising teaching and learning as required).

Continuous Monitoring
A consistent and strong research finding is that highly effective teachers provide continuous feedback to learning. They continually monitor the progress of individual students and provide feedback to support further learning. The provision of feedback is a key to effective classroom teaching.

Data from Assessment & Monitoring
Data can be collected via a wide assortment of strategies, devices and degrees of formality. Data is a collection of records. Quantitative data is numeric information. Qualitative data is information in word form. The Standards & Targets component (below) of our school’s Literacy Strategy identifies a minimum standard & quantity of data to be collected for each year level to inform the development of our literacy standards and targets. This document also identifies frequency of data collection, expected standards for each year level and our school’s targets across different literacy components & assessments.

Data is relatively meaningless unless it is processed, analysed and organized to provide information. For example, teachers enter test scores and other achievement records into a marks book or database. They then calculate basic statistics such as average score, age-related scores & differentials. They may sort the data according to rank or similarities. The array then provides a great deal of useful information, especially when examined in different ways e.g. finding groups of students with similar learning needs for targeted teaching purposes.

All top-performing systems recognise that they cannot improve what they do not measure. (Barber & Mourshed, 2007)
Some teachers are afraid of data or underestimate its value however, data used well is a powerful tool, simplifying work and helping teachers make sound decisions, provide targeted teaching and become increasingly expert teachers. Data-informed classrooms, planning & pedagogy are strategic, specific and purposeful.

The Lockhart State School list of Standards and Targets via assessment devices is a valuable tool for school alignment around practice and expectations and for assisting teachers in making informed decisions. Teachers are encouraged to also employ a range of data collection strategies beyond the devices identified in this list across all areas of their teaching to inform their decision making, planning & reporting processes. Not all methods of assessment identified here are capable of providing information about all learning outcomes. The document “Guide to Selecting Assessment Strategies” from The Roadmap provides detailed information on a range of assessment strategies to suit a variety of different purposes e.g.

### Reporting

<table>
<thead>
<tr>
<th>Purposes of Reporting</th>
<th>Reporting Requirements &amp; Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise student achievement and experience.</td>
<td>As required by the Australian Government a student report will be provided twice yearly for each learning area of the syllabus studied</td>
</tr>
<tr>
<td>Provide information to parents &amp; carers about the progress of their child (in comparison to a state level expectation)</td>
<td>Written reports will be presented at the end of each semester via the OneSchool database using a five-point A–E scale or equivalent.</td>
</tr>
<tr>
<td>Provide formal feedback to the student about their progress</td>
<td>Parents will be invited to participate in student/parent/teacher conferences at least twice yearly</td>
</tr>
<tr>
<td>Provide feedback to parents &amp; carers about the effort and attitude a child brings to the learning situation</td>
<td>Parent interviews will also be available on request.</td>
</tr>
<tr>
<td>Identify how well the school program is providing for student needs.</td>
<td>Reporting will be based on a range of assessment devices &amp; samples</td>
</tr>
<tr>
<td>School &amp; teacher accountability.</td>
<td>Staff will use moderation processes to align their judgement with the A-E scale</td>
</tr>
</tbody>
</table>

See Assessment Framework
Whole School Approach to Improvement

- Are all of our students learning and making progress (and being challenged)?
- How do we know?
- What are we doing about it if they aren’t?

Successful schools focus on maximising learning for every student. They acknowledge that if students in the school are not learning to their full potential then this is a challenge for the whole school. They collaboratively develop strategic approaches to planning and to deployment of resources, using student demographic and achievement data as the basis for decision making.

**Having high expectations and setting targets is acknowledged as leading to improved student achievement.**

The Whole School Approach to Improving Student Achievement identifies the Pedagogy-Assessment loop and considers approaches to supporting student achievement at three different layers or levels.

At all levels
- Teachers continue to closely monitor student responsiveness to teaching using the pedagogy – assessment loop
- Student learning becomes monitored at increasing levels of intensity at each layer