C2C

Curriculum into the **classroom**

Whole-school curriculum plan
Multi-level Prep–Yr 6
Biddeston State School
2019

Queensland Government

School information and data			Sources for gathering information and data
Total enrolments	82		**Systemic**
Year levels	Prep-6		• School Opinion Survey • National Assessment Plan – Literacy and Numeracy (NAPLAN) • Headline indicators • School Data Profile
Student information	% males: 52%	% females: 48%	
	% Indigenous students:13%	% students with disabilities: 3%	
	% EAL/D students: 0.01%	% Identified Gifted students: 6%	
Staff information	Number of teaching staff: 5.21FTE	Number of non-teaching staff: 8	**School-based** School and classroom assessment will include: – Teacher developed assessment tasks - weekly – Curriculum to the Classroom assessment tasks – Year level portfolios – Standardised assessment:
Targets	School Improvement Targets 2016–2020		

Systemic priorities

United In Our Pursuit of Excellence:

- School and Community Partnerships s
- Teaching Practice
- School Curriculum
- Principal Leadership and School Capability

Regional Priorities:

- Strong Curriculum and Pedagogy
- Coaching and Feedback
- Purposeful use of data

School-based priorities
Key priorities for 2018
Our Core Priorities

- Core Priority – Oral language as a foundation for reading
- Core Priority - Problem solving
- Core Priority – Growth mindset

(Sources for gathering information and data, continued)

- PatM
- PatR
- PM Benchmark
- Waddington spelling
- Schonell number facts

Biddeston State School's analysis of systemic and school-based data is used to reflect on and guide all decisions in relation to teaching, learning and assessment to meet the needs of our students. It is also used to inform and enact our priorities.

Curriculum into the classroom (C2C), Whole-school curriculum — Multi-level P–6
State Schools
Page 2 of 16

© The State of Queensland
(Department of Education and Training) 2015

Queensland Government

Focus

All students have the right to develop to their potential, and through **quality curriculum, quality teaching, quality learning experiences**, and with support, student achievement is maximised. Quality teaching is equitable and inclusive, engaging all students and valuing diversity of experiences, knowledge and skills. Learning experiences connect with students' existing knowledge and skills and build on these when purposeful, intellectually challenging and relevant to promote depth of understanding. To ensure curriculum is aligned, quality teaching and learning experiences reflect the intended learning and assessment reflects what is taught.

At Biddeston State School we aim to achieve the best educational outcomes for every student in our school through quality curriculum, teaching and learning.

The curriculum is equitable and is intended for **all** students, enabling all students to access, participate and progress their learning. To ensure the needs of all students are met, curriculum, planning, teaching and learning experiences need to bridge gaps between intended curriculum and student needs, whether they be cognitive, social-emotional or physical.

Context & Location

Biddeston SS is a rural school, situated twenty minutes west of Toowoomba, and identifies as being resilient and self-reliant with strong community networks. Our school is the hub of local community life and hosts many special events that involve a broad spectrum of our community, including an ANZAC ceremony, special parades, Options programs and sporting events. We have a strong and committed P&C committee and parent body that contributes in many valued ways to our student learning and schooling experience.

At Biddeston State School we support and encourage all students to be the best they can be. Staff, students, parents and community members make up a committed team who work together to help all students achieve their best results. Our school and class curriculum supports each learner as an individual, and as a valued member of a learning community. School programs are developed in a collaborative process between members of the team, to ensure optimum outcomes for our students. Our school believes in challenging, guiding and motivating our students to succeed to the best of their ability.

School Profile

Our school is comprised of three separate classes, operating a multi-age approach: Prep/Year 1, Years 2/3 and Years 4/5/6. Due to our small class sizes and school structure, all of our students know, interact and help each other. Most of our students are from a rural background as our area consists of small farms. 2018 started with an enrolment of 77 students.

In 2018, Biddeston State School will continue to implement the Australian curriculum through the use of *Curriculum to the Classroom* (C2C). We have committed to a strong focus on numeracy across the school and spelling and writing in the early years, to improve student achievement in these areas. Through a consistent and collaborative approach, implementation of the Strategic Plan, Annual Implementation Plan, Curriculum and NAPLAN action plans ensure commitment to school improvement.

Professional development in Explicit teaching and Problem solving in Mathematics is a priority, to ensure the continuation of quality teaching and learning across the school.

In our commitment to 'Closing The Gap', Biddeston State School has developed an action plan to embed Aboriginal and Torres Strait Islander perspectives across the school.

As an Earth Smart Science school, we are committed to reducing the school's environmental footprint. This has involved students and staff in auditing the school's processes, identifying areas requiring improvement and enacting responses to these through practical solutions and learning opportunities.

We continue to value and foster the importance of our parent and community partnership within our school through open communication, inviting participation and the sharing of information.

Permanent school staff consists of a teaching principal, three class teachers, four teacher aides, business manager, cleaner and school officer. Visiting staff and personnel include a Music teacher, PE teacher, LOTE teacher, learning support teacher (ST:LaN), advisory visiting teachers (AVT: HI, AVT: PI), speech language pathologist (SLP), special education teacher (SET) and guidance officer (GO).

Respectful Relationships The Respectful relationships education program is intended to teach children about healthy, respectful relationships. This program will contribute to a broader multi-departmental approach to shift culture and attitudes regarding domestic and family violence.

Queensland Government

Students from Prep to Year 6 will undertake education every year about respectful relationships. This will include a focus on respectful relationships and inclusivity. Biddeston State School's commitment to the program focuses on developing and maintaining respectful relationships, respecting self and gender equality.

Our school implements the Respectful Relationships Education Program through a variety of initiatives and strategies. These include:
Health and Physical Education Curriculum To the Classroom Units (C2C)
Daniel Morcombe Program
National Day of Action against Bullying and Violence
Random Acts of Kindness week
Harmony Day, Harmony Week
Friends for Life program
The Biddeston Way
Learning and Wellbeing Framework
Parents and Community Engagement (PACE) framework

The Fabric of Biddeston School

Biddeston State School is committed to providing students with relevant, purposeful and intellectually challenging teaching and learning experiences through a diverse range of learning opportunities:

- Literacy – Biddeston State School is committed to providing quality literacy learning every day for every student, through a wide range of quality learning experiences. Each class has allocated two hours each day to literacy learning and includes focussed reading time, focused writing time, the explicit teaching of sight words, reading, writing and language conventions of spelling skills, grammar and punctuation. Programs used – CAFÉ, Seven Steps to Writing Success)
- Numeracy – Maths is one of our areas of focus in 2016 as a result of data analysis and each class has committed to five or more hours of focused maths time each week. As well as focused maths time each day, numeracy is identified across curriculum areas. A whole school number facts program is used to ensure improvement and consistency across the school.
- Science – Each year, Biddeston enters the Schools' Science Plant Competition run by the Hermitage Research Station and has proudly achieved first place in the Prep-2 section and runner up in the schools' Art section in the past. This competition requires the students to run real life investigations, following scientific procedures and reporting. This aligns with our commitment to STEAM for students.
- Environmental Sustainability – Biddeston has committed to reducing the school's ecological footprint, introducing measures to reduce waste with a paper recycling bins, cardboard recycling, composting system, and a vegetable garden maintained by students and P/1 teacher, often providing fresh produce for the weekly tuckshop.
- Year 6 leadership – The Year 6 students' leadership capabilities are nurtured throughout the year, with a variety of opportunities including a leadership camp with cluster schools, alternating each year with Tallebudgera camp, attendance at Young Leaders' Day hosted in Brisbane each year, also through the students organising various fundraising events to support charities and support school activities. Students are also given the opportunity to lead events such as ANZAC Day, awards ceremonies, special parade at the end of each term to showcase learning for the term to parents and community.
- Parent information and reporting – A parent information afternoon is held at the beginning of each year for teachers to present pertinent information for the year to parents and for parents to meet class teachers. A special parade is held at the end of each term for each class to present their learning to the school community and parents. In addition to end of semester report cards, a weekly report is provided and an interim report is sent home to parents to report on student learning in Terms 1 and 3. These interim reports include student self-reflections.
- Awards night - At the end of term 4, Awards Night is held to recognise student success throughout the year across all areas.
- Cross Country – Each year Biddeston State School runs the cross country event for the whole school and hosts this event for a number of schools in the Rossvale cluster sporting region.
- Pittsworth-Oakey Cluster – Biddeston State School is part of the Pittsworth-Oakey Cluster of schools, a strong collegial cluster and sharing in a variety of activities including athletics days, high school transition days, Gifted Education Challenge Days, cultural performances, moderation and professional development.

Curriculum into the classroom (C2C), Whole-school curriculum — Multi-level P–6
State Schools
Page 4 of 16

© The State of Queensland
(Department of Education and Training) 2015

Queensland Government

- Choir – Each year the school choir is involved in a variety of events, including Toowoomba Eisteddfod, Cluster choir camp, TYME Music Festival, Sing Out and Musica Viva. Every second year the choir successfully takes part in the Creative Generation: Schools' Spectacular On Stage performance in Brisbane.
- Camp Program – A camp is offered each year for the Year 5/6 students, alternating between Tallebudgera and a Leadership camp with Rossvale cluster schools.
- ICT – Biddeston State School has a strong commitment to ICTs and their integration across the curriculum. The use of ICTs includes the committed use of interactive whiteboards in each classroom, bee-bots in the early years class, digital cameras, the use of iPads to construct multimodal texts and Nintendo DS Gameboys used for number facts practice in maths.
- Literacy and Numeracy Week – Each year the school runs a Book Fair to highlight the importance of reading, with displays, books and related activities in the resource centre.
- Playgroup – Every Tuesday morning, Biddeston State School organises and hosts a playgroup for the local pre-prep children and their parents. Biddeston also hosts an Under 8s day for the pre-prep children and children in the early years across the cluster.
- Smart Moves Program – Biddeston State School runs a daily exercise program for the first thirty minutes of each day. The Smart Moves program offers socialisation games, skill and fitness development and athletics training.
- Inclusive Education – Biddeston School's commitment to inclusive education includes the provision for children requiring intervention and support and the implementation of the Gifted and Talented Framework with the provision of intellectually stimulating learning opportunities and identification of gifted students. One of these identification strategies is through ICAS competitions. Curriculum units are aligned, displaying knowledge and understanding, ways of working, deep understanding, assessment tasks and sequenced learning experiences and include adjustments to the intended curriculum to provide support to promote equity for all students, including the use of appropriate groupings of students and individualised learning programs.
- Smart Choices – Biddeston State School has a weekly tuckshop where healthy eating is promoted, as well as through curriculum plans and adhering to policy guidelines at special functions.
- Sporting Schools – Biddeston State school offers two sporting activities each term under the Sporting Schools initiative. These sessions are run after school from 3-4pm. Sports have included Orienteering, hockey, netball, basketball, dance, gymnastics, badminton, Frisbees, soccer.
- Early Years – Biddeston State School has a P-3 philosophy and is committed to providing a supportive, individualised and flexible needs based environment where students are engaged in developmentally appropriate experiences. AEDI and Early Start materials are used to collect data on students to inform planning and teaching.
- Community events – The Biddeston community and Biddeston State School enjoy a supportive relationship through a variety of activities, including the use of the tennis court and bike track, Options program, ANZAC Day ceremony, special parades, sporting events, the use of the Biddeston Hall for school functions, visiting the CWA House in Oakey.
- Communication – We are committed to clear and open communication between the school and school community. Through a variety of mediums, our commitment to quality communication includes up-to-date website, weekly newsletters, (distributed by email, to students, to the local shop, via website) incidental notes, text messages, QSchools app, parent and community noticeboard under Block A and outside office, school sign situated in front of the school, and comprehensive monthly principal reports to the P&C.

Systemic Influences and Resources	Adjustments To Promote Inclusivity
- Australian Curriculum - P-12 Curriculum Framework –Policy & Guidelines for Queensland Schools - Curriculum to the Classroom (C2C) English, Maths, Science, Humanities and Social Sciences (HASS), Technologies (Digital, Design), The Arts (Media, Dance, Drama, Visual Arts, Music), Health and Physical Education (Movement and Health), Languages Other Than English (LOTE) - AITSL Professional Standards for Teachers - Gifted and Talented Framework - Smart Classrooms Framework and ICT Student Expectations	Adjustments for students with special needs may include, but are not exclusive to the following strategies: - Allow more time - Accept less if knowledge is displayed - Explicit pre-teaching - Repeat instructions – short, clear, concise - Allow processing time - Seating arrangements - Scribes and reads for SWD - Story writing for others – could be story telling for SWD - Use of tape recorders, video if required – made beforehand for oral assessment - Use of aides - Oral retell rather than written - Larger font, less on worksheet

Queensland Government

• Early Years Curriculum Guidelines • NAPLAN • Biddeston SS Pedagogical Framework • Explicit Teaching • Symphony or Teaching and Learning • Bloom's Taxonomy – higher order thinking skills • Productive Pedagogies	• Cut outs to cover parts of worksheets, so SWD not overwhelmed • Different assessment tools • Visuals to help instructions if needed • Encouragement/rewards • Colour coding if needed • Thicker/darker pencils, larger lines, pencil grip • Pair and share – rather than brainstorming. Teacher decides appropriate partners • Check for understanding more often • Group work – special role for SWD (so they feel a valuable team player) • Concrete material for SWD

Curriculum Intent

In 2019 we continue to implement the Australian Curriculum through the use of Education Queensland's *Curriculum To The Classroom* resource.

Pedagogy	Productive Pedagogies
Quality teaching recognises the importance of students' prior knowledge and extends this, has high expectations, acknowledges diversity, demonstrates clear links from planning to reporting and provides multiple opportunities for students to learn in different ways and contexts, providing inclusivity. Biddeston State School's Pedagogical Framework is the school's vision encompassing the delivery of explicit teaching to facilitate learning in the classroom. ***All students matter, every day*** ***All students can achieve high academic results*** ***Quality practices within the school enhance learning*** Our Pedagogical Framework sets out clear expectations of our teachers and requirements of our school. It informs our community of what we value and how we equip our students for the future. --------------- At Biddeston SS, all students have the right to develop to their potential, and through **quality curriculum, quality teaching, quality learning experiences**, and with support, student achievement is maximised. **Quality teaching** is equitable and inclusive, engaging all students and valuing diversity of experiences, knowledge and skills. **Learning experiences** connect with students' existing knowledge and skills and build on these when purposeful, intellectually challenging and relevant to promote depth of understanding. To ensure **curriculum** is aligned, quality teaching and learning experiences reflect the intended learning and assessment reflects what is taught.	**Intellectual Quality** • Higher order thinking- development of thinking skills / strategies • Deep Knowledge- detailed level of content • Deep Understanding- allowing opportunity for evidence of understanding. • Substantive Conversation- creating dialogue between students and teachers • Knowledge as problematic- critiquing and examining knowledge • Metalanguage- language & grammar are integral parts of units **Connectedness** • Knowledge integration- some integration across KLAs • Background knowledge- ensuring students' prior knowledge is known. • Connectedness to the world- link to real world contexts and issues • Problem-based curriculum- focus on identifying and solving problems within context **Recognition of Difference** • Cultural diversity- ensuring a range of cultural values • Inclusivity- increase participation of diversity of students • Narrative- use narrative activities within lessons • Group Identity- creating a sense of community / teamwork • Active Citizenship- facilitates knowledge and practice of democratic society. **Supportive Classroom Environment** • Student Direction- students are to assist in determining activities and outcomes • Social Support- mutual respect is fostered between students and teachers • Academic Engagement- ensuring children are on task and involved during activities • Explicit quality performance criteria- criteria for assessment is known by students & staff at beginning of units • Self-regulation- self-discipline is promoted **Explicit instruction** At Biddeston State School, our pedagogy is explicit instruction, encompassing the 16 Elements. Teachers direct the learning process, which is structured and explicit. Characteristics of Explicit Instruction are flexibility, promoting active engagement of all students, and structure of the learning process.

Queensland Government

At Biddeston State School we aim to achieve the best educational outcomes for every student in our school through quality curriculum, teaching and learning.
Teachers maintain a safe, respectful, inclusive learning environment that promotes intellectual rigour in learning.
Values are driven by the *Friends For Life* program.

Teachers engage in regular professional development to keep knowledge current, of EQ's initiatives and implement these strategies in classroom practice. Professional Development is aligned with the school's annual Implementation plan, Investing for Success and performance plans in response to school priorities and staff's own developmental needs.

Feedback
Feedback underpins all teaching, learning and assessment processes. It can be defined as information and advice provided by the teacher, peer, parent or self about aspects of one's performance aimed at improving learning. Feedback is communicated through monitoring tasks, goal setting, written feedback, peer and self-reflection, parent interviews and reporting.

Differentiation
The key to a differentiated classroom is that all students are regularly offered choices and students are matched with tasks compatible with their individual learner profiles. Curriculum should be differentiated in four areas: Content, Process, Product and Environment.

Assessment

Assessment is an ongoing process of gathering evidence to determine what each student knows, understands, and can do, so as to inform teaching and support learning of the intended curriculum.
Principles for P-12 Assessment that inform the development of quality assessment programs:
- Assessment should be valid
- Assessment should be explicit
- Assessment should be comprehensive
- Assessment should provide all students with the opportunity to demonstrate the extent and depth of their learning
- Assessment should inform planning and teaching as well as reporting.

Assessment is collected each term, through school-based, cluster, state or national testing. Students are to be well prepared for assessment through practising a variety of questions and formats and are to be provided with criteria, standards and exemplars for class assessment to allow them maximum understanding of task and expectations. Students are to be given a variety of opportunities and contexts in which to demonstrate their understanding, allowing for students with diverse needs. Assessment will be aligned with curriculum teaching and reporting.

Assessment is to be balanced, using a mix of formative, summative and diagnostic techniques. Moderation of common assessment C2C tasks allows teachers to engage in professional dialogue to maintain similar standards across schools.

Students are to be well prepared for NAPLAN through a range of strategies. NAPLAN data will be used to inform school planning and students' individual support plans. Early Learning Records are used to record Prep students' achievements. Each student's progress is tracked at the end of each term and each year on their individual tracking profile.

Reporting

The purpose of reporting to parents is primarily to provide information about the learning and achievement of their students. It is also to give students a sense of how they are going and in what areas of the school curriculum they might need to improve. Reporting is communicated to parents, students, and Education Queensland.

Teachers report to parents twice yearly with an A-E standards report on each KLA, and interim reports in Terms 1 and 3. Interviews are also offered at Semester intervals as well as for reporting to Prep parents. Semester reports are stored on G: Drive. Teachers keep track of student progress through student tracking profiles. Teachers also report to parents student NAPLAN results for Years 3 and 5.

Queensland Government

	Term 1	Term 2	Term 3	Term 4
External Monitoring		• NAPLAN assessment • ICAS	• ICAS • NAPLAN reporting	
Internal Monitoring & Reporting Years P-6	**Assessment** Throughout term: • Weekly spelling, number, work samples, observations • Prep/Year 1 – sight words, letters, word, sound, phonics • Waddington spelling • Waddington reading • PM Benchmark, Probe • Writing samples C2C • Maths concepts C2C • Number facts (Schonell) • Assessment of English, Maths, Science, HASS • Assessment of the Arts, Technology, HPE units • Pat Maths (Yr 2-6) • Pat Reading (Yr 1-6) **Reporting** • Term update to parents at end of Term 1 • Weekly reports	**Assessment** Throughout term: • Weekly spelling, number, work samples, observations • Prep/Year 1 – sight words, letters, word, sound, phonics • PM Benchmark, Probe • Writing samples C2C • Maths concepts C2C • Number facts (Schonell) • Assessment of English, Maths, Science, HASS • Assessment of the Arts, Technology, HPE units • NAPLAN (Year 3/5) **Reporting** • Parent interviews – beginning of term • End of Semester 1 reporting A-E • Weekly reports	**Assessment** Throughout term: • Weekly spelling, number, work samples, observations • Prep/Year 1 – sight words, letters, word, sound, phonics • PM Benchmark, Probe • Writing samples C2C • Maths concepts C2C • Number facts (Schonell) • Assessment of English, Maths, Science, HASS • Assessment of the Arts, Technology, HPE units • Pat Maths (Yr 3-6) • Pat Reading (Yr 3-6) **Reporting** • Term update to parents at end of Term 3 • Weekly reports	**Assessment** Throughout term: • Weekly spelling, number, work samples, observations • Waddington spelling • Waddington reading • Prep/Year 1 – sight words, letters, word, sound, phonics • PM Benchmark, Probe • Writing samples C2C • Maths concepts C2C • Number facts (Schonell) • Assessment of English, Maths, Science, HASS • Assessment of the Arts, Technology, HPE units **Reporting** • End of Semester 1 reporting A-E • Prep interviews & Early Learning Records • Weekly reports
Behaviour	Major and minor behaviour incidents Positive behaviour recorded	Major and minor behaviour incidents Positive behaviour recorded	Major and minor behaviour incidents Positive behaviour recorded	Major and minor behaviour incidents Positive behaviour recorded

Learning area	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	7 hr	7 hr	7 hr	7 hr	6 hr	6 hr	6 hr
Mathematics	5 hr	5 hr	5 hr	5 hr	5 hr	5 hr	5 hr
Science	1 hr	1	1	1.75 hr	1.75 hr	1.75 hr	1.75 hr
History	0.5 hr	0.5 hr	0.5 hr	1 hr	1 hr	1 hr	1 hr
HPE (up to 2 hrs)	~2 hr	~2 hr	~2 hr	~2 hr	~2 hr	~2 hr	~2 hr
Humanities and Social Sciences	Geography, Civics and Citizenship (from Year 3), Economics and Business (from Year 5) (at school's discretion)						
The Arts	Dance, Drama, Media Arts, Music, Visual Arts (at school's discretion)						
LOTE						1.25 hr	1.25 hr
Technologies	Design and Technologies, Digital Technologies (at school's discretion)						
Total	15.5 hr	15.5 hr	15.5 hr	16.75 hr	15.75	17 hr	17 hr
% allocated	62%	62%	62%	67%	63%	68%	68%

Queensland Government

Plans and Policies To Support Curriculum Framework

There are a number of school-based documents to support the curriculum framework. These include:

- Whole school English Plan
- Whole school Literacy Plan
- Whole school Mathematics Plan
- Whole school Numeracy Plan
- Whole school Science Plan
- Implementation plan of Gifted and Talented Framework
- Staff Induction Checklist
- Assessment, Tracking and Targets Guidelines
- Curriculum to the Classroom unit plans
- Literacy continuum
- Homework policy
- Bookwork policy
- Sun Smart policy
- Pedagogical Framework
- SWD plan
- Individual Curriculum Plans, Evidence Based Plans, Personal Performance Plans
- EAL/D plan
- Attendance Policy
- Biddeston State School Charter
- BSS A-Z Handbook
- Higher Order Thinking Skills and Differentiation
- Feedback Framework

Yearly Events in which Biddeston SS is typically involved			
Term 1	Term 2	Term 3	Term 4
• Hermitage Schools' Science Plant competition • Student leaders & badge presentation • Young Leaders' Day • Special Parade • Parent information afternoon • Cross Country • School Performance Tours • Cluster Challenge Day - Science • Sporting Schools • Shooting for the Stars • Choir Camp	• Under 8s' day • Hermitage Science Competition • NAPLAN • Athletics days • ICAS competitions • Sing Out (every 2nd year) • Eisteddfod • Special Parade • Musica Viva (every 2nd year) • Netball and soccer day • School Performance Tours • Cluster Challenge day - Coding • Soccer carnival • Sporting Schools • Cluster ball games and relays • Shooting for the Stars	• ICAS competitions • Literacy and Numeracy week – Book Fair • Special Parade • Parent information afternoon • Cluster Challenge Day • Creative Generation: State Schools Spectacular (every 2nd year) • Sporting Schools • Softball carnival • Shooting for the Stars	• Swimming lessons • Swimming carnival • Awards night • Year 6 transition days • Kindy Transition day • Special Parade • Prep transition days • Cluster Challenge Day • Sporting Schools • Shooting for the Stars • Grandparent Day

Queensland Government

Biddeston State School Early Years Philosophy

At Biddeston State School we believe children learn in a supportive, individualized, flexible, needs based environment where students are engaged in developmentally appropriate experiences.

Children learn best when parents and educators develop a positive and supportive relationship and are interested, informed and actively involved.

Children's learning is influenced by their cultural and social backgrounds and previous experiences.

Our children learn best through multi-sensory experiences and active exploration incorporating Physical, Intellectual, Language, Emotional and Social skills
- in a non-competitive environment where efforts are valued
- in a supportive environment where learning is built around prior experiences
- when involved in developmentally appropriate decision making
- where flexibility and routine co-exist

As early child educators we aim to:

*Provide interesting, relevant, worthwhile and meaningful experiences
*Effectively use a variety of teaching strategies
*Foster positive feelings towards learning
*Develop independence and effective communication skills in children
*Scaffold children's learning through modelling, practising, manipulating, repeating, explaining, experimenting and demonstrating: taking them from the known to the unknown
*Provide each child the time, freedom, space, choice, variety, and support to develop
*Value the learning process, not just the product
*Recognise that playing is an essential element of the learning process
*Provide opportunities for play-directed, structured, purposeful or self-initiated and self-directed
*Maximise the use of available resources and support networks in order to cater for individual learning styles and needs
*Enable children to experience success in a range of activities in order to develop the self-confidence and self-esteem they need to meet new challenges
*Develop risk-taking and problem-solving skills in children within a challenging environment.

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

English is implemented from the Australian curriculum through *Curriculum To The Classroom* units.

Mathematics

Through the proficiency strands Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop their understanding of Mathematics. Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Mathematics is implemented from the Australian curriculum through *Curriculum To The Classroom* units.

Science

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in

Queensland Government

the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Science is implemented from the Australian curriculum through *Curriculum To The Classroom* units.

Humanities and Social Sciences – History, Geography, Civics and Citizenship and Economics and Business

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Humanities and Social Sciences are implemented from the Australian curriculum through *Curriculum To The Classroom* units.

Health and Physical Education

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills. Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Students need critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also need to be resilient, to develop empathy and to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

The PE specialist teacher will focus on the Physical aspect of HPE, as well as share some of the teaching of Health with the class teacher. HPE is implemented from the Australian curriculum through *Curriculum To The Classroom* units.

The Arts – Dance, Drama, Visual Art, Music, Media

In the Australian Curriculum, The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.
The Australian Curriculum: The Arts comprises five subjects:
• Dance
• Drama
• Media Arts
• Music
• Visual Arts.
The Arts is implemented from the Australian curriculum through *Curriculum To The Classroom* units by a visiting specialist teacher.

Technologies – Digital Technologies, Design Technologies

The Australian Curriculum: Technologies describes two distinct but related subjects:
• Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.

Queensland Government

- Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions.

Technologies is implemented from the Australian curriculum through *Curriculum To The Classroom* units.

LOTE

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Through learning languages, students acquire:
- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

The LOTE at Biddeston State School is German. A Specialist teacher of German teaches the Years 5/6 students each week over two lessons. LOTE is implemented from the Australian curriculum through *Curriculum To The Classroom* units.

Japanese lessons on culture are accessed twice each term for all classes, Prep to Year 6.

ICT Cross Curriculum Priorities

Applying ICTs as a tool for learning assists students to become competent, discriminating, creative and productive users of ICTs. ICTs are to be integrated in a variety of ways within and across all key learning areas to support thinking, learning, collaboration and communication.

Students live in a technological world where information and communication technologies (ICTs) are integral to everyday situations. ICTs include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated. Students independently and collaboratively work in online and stand-alone environments across a range of learning contexts.

Students explore and experiment with the use of a range of ICT functions and applications. They develop the knowledge, skills and capacity to select and use ICTs to inquire, develop new understandings, transform information and construct new knowledge for a specific purpose or context. They communicate with others in an ethical, safe and responsible manner. They develop understandings of the impact of ICTs on society.

Applying ICTs as a tool for learning assists students to become competent, discriminating, creative and productive users of ICTs. ICTs can be integrated in a variety of ways within and across all key learning areas to support thinking, learning, collaboration and communication.

© The State of Queensland
(Department of Education and Training) 2015

Queensland Government

Whole school curriculum plan: P–6 overview 2019

Prep				
Key Learning Area	Term 1	Term 2	Term 3	Term 4
English	Unit 1 Prep (V8) Enjoying Our New World	Unit 2 Prep (V8) Enjoying and Retelling Stories	Unit 3 Prep (V8) Interacting with Others	Unit 4 Prep (V8) Responding to Text
Maths	Mathematics Unit 1 Prep (V8)	Mathematics Unit 2 Prep (V8)	Mathematics Unit 3 Prep (V8)	Mathematics Unit 4 Prep (V8)
Science	Unit 1 Prep (V8) Our Living World	Unit 2 Prep (V8) Our Material World	Unit 3 Prep (V8) Weather Watch	Unit 4 Prep (V8) Move it! Move it!
HASS			Unit 1 Prep (V8) My Family History	
The Arts	Music & Drama – Specialist teacher	Music & Dance – Specialist teacher	Visual Arts & Drama – Specialist teacher	Music & Dance – Specialist teacher
Technologies	Unit 3 Prep-2 (V8) Design Technologies It's Showtime!		Design Technologies Multi-age P-2 (V8) Grow, Grow, Grow	
Health/PE	Respectful Relationships – The Biddeston Way HPE - Specialist teacher Cross country	HPE - Specialist teacher Athletics Ball handling	Respectful Relationships – HPE - Specialist teacher Softball	HPE - Specialist teacher Swimming

Queensland Government

Years 1/2				
Key Learning Area	Term 1	Term 2	Term 3	Term 4
English	Unit 1 Multi-level (V8) Yr 1 Exploring How a Story Works	Unit 2 - Multi-level (V8) Yr 2	Unit - Multi-level (V8)	Unit - Multi-level (V8)
Mathematics	Unit 1 Year 1 Mathematics (V8) Unit 1 Year 2 Mathematics (V8)	Unit 2 Year 1 Mathematics (V8) Unit 2 Year 2 Mathematics (V8)	Unit 3 Year 1 Mathematics (V8) Unit 3 Year 2 Mathematics (V8)	Unit 4 Year 1 Mathematics (V8) Unit 4 Year 2 Mathematics (V8)
Science	Hermitage Schools' Science Plant Competition Yr 1 Unit 1 Living Adventure Yr 2 Unit 3 Good to Grow	Hermitage Schools' Science Plant Competition		
HASS	Unit 1 HASS (V8)		Unit 2 HASS (V8)	
The Arts	Music & Drama – Specialist teacher Visual Arts Unit 1 P-2 (V8) New Stories	Music & Dance – Specialist teacher Options	Visual Arts & Drama – Specialist teacher Options	Music & Dance – Specialist teacher
Technologies	Digital Technologies (V8) Multi-age		Design Technologies (V8) Multi-age	
Health/PE	Respectful Relationships – The Biddeston Way HPE - Specialist teacher Cross country Cricket	Respectful Relationships – HPE - Specialist teacher Athletics Ball handling	Respectful Relationships – HPE - Specialist teacher Softball	Respectful Relationships – HPE - Specialist teacher Swimming

Queensland Government

Years 3/4				
Key Learning Area	Term 1	Term 2	Term 3	Term 4
English	Unit 1 Yr 3 Analysing and Creating Persuasive Texts (V8) Multi-level Unit 2 Yr 3 Imaginative Narrative (V8) Multi-level	(NAPLAN) Unit 3 Yr 4 Examine Traditional Stories V8) Multi-level	Unit 4 Yr 4 Multi-Level (V8) Recounts Set in the Past Unit 2 Yr 4 ML (V8) Interpret and evaluate a Humorous Poem	Unit 6 Year 4 ML (V8) Persuasive Advertisements
Mathematics	Unit 1 Mathematics Yr 3 (V8) Unit 1 Mathematics Yr 4 (V8)	Unit 2 Mathematics Yr 3 (V8) Unit 2 Mathematics Yr 4 (V8)	Unit 3 Mathematics Yr 3 (V8) Unit 3 Mathematics Yr 4 (V8)	Unit 4 Mathematics Yr 3 (V8) Unit 4 Mathematics Yr 4 (V8)
Science	Hermitage Schools' Science Plant Competition Yr 3 Unit 1 Is it Living? Yr 4 Unit 2	Hermitage Schools' Science Plant Competition	Yr 4 Unit 1 (V8) Erosion	Yr4 Unit 4 (V8) Forces
HASS	Unit 1 Yr 4 Australia Before and After European Settlement (V8)		Unit 2 Yr 4 (V8) Using Places Sustainably	
The Arts	Music & Drama – Specialist teacher	Music & Dance – Specialist teacher Options Visual Arts Unit 2 (V8) Tiny World	Visual Arts & Drama – Specialist teacher Options	Music & Dance – Specialist teacher Visual Arts Unit 3 (V8) Patterns in the Playground
Technologies	Design Technologies Unit 1 Yrs 3/4 Multi-age Repurpose It		Digital Technologies Unit 2 Yrs 3/4 Multi-age What's Your Waste Footprint	
Health/PE	Respectful Relationships – The Biddeston Way HPE - Specialist teacher Cross country Cricket	Respectful Relationships – HPE - Specialist teacher Athletics Ball handling	Respectful Relationships – HPE - Specialist teacher Softball	Respectful Relationships – HPE - Specialist teacher Swimming

© The State of Queensland
(Department of Education and Training) 2015

Queensland Government

Years 5/6				
KLA	Term 1	Term 2	Term 3	Term 4
English	Unit 1 Yr 5 Multi-level (V8) Imaginative Response and Character Analysis Unit 2 ML (V8) Comprehend a Feature Article and multi-modal feature article	(NAPLAN) Unit 3 ML (V8) Digital multi-modal short story	Unit 4 ML (V8) Poetry Analysis Unit 5 ML (V8) Digital multi-modal narrative	Unit 6 ML (V8) Written Comparison
Maths	Year 5 Unit 1 (V8) Year 6 Unit 1 (V8) Year 7 Unit 1 (V8) extension	Unit 2 Year 5 (V8) Unit 2 Year 6 (V8) Year 7 Unit 2 (V8) extension	Unit 3 Yr 5 (V8) Unit 3 Yr 6 (V8) Year 7 Unit 3 (V8) extension	Unit 4 Yr 5 (V8) Unit 4 Yr 6 (V8) Year 7 Unit 4 (V8) extension
Science	Year 5 Unit 1 (V8) Survival in the Environment	Year 5 Unit 2 (V8) Our Place in the Solar System	Year 5 Unit 3 (V8) Now you see it	Year 5 Unit 4 (V8) Matter Matters
HASS	Unit 1 Yr 5 (V8) People and the Environment Unit 2 Yr 5 (V8) Managing Australian Communities		Unit 3 Yr 5 (V8) Communities in Colonial Australia Unit 4 Yr 5 (V8) Participating in Australian Communities	
The Arts	Music & Drama – Specialist teacher Visual Arts 5-6 (V8) Say It With Art	Music & Dance – Specialist teacher Options	Visual Arts & Drama – Specialist teacher Options	Music & Dance – Specialist teacher Christmas craft for CWA
Technologies	Unit 1 Yr 5/6 (V8) Harvesting Good Health		Unit 2 Yr 5/6 (V8) Design for Nature	
Health/PE	Respectful Relationships – The Biddeston Way HPE - Specialist teacher Cross country	Respectful Relationships – HPE - Specialist teacher Athletics Ball handling	Respectful Relationships – HPE – Orienteering	Respectful Relationships – HPE - Specialist teacher Swimming
LOTE	Specialist teacher	Specialist teacher	Specialist teacher	Specialist teacher

© The State of Queensland
(Department of Education and Training) 2015

Queensland Government