



Our 2021 Priorities – AIP School Improvement :	Mathematics	Wellbeing	Inclusion
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Year One Curriculum Overview

Subject	Term 1	Term 2	Term 3	Term 4
English	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Character description	Informative Text	Retelling cultural stories	Procedural text
Mathematics	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	See Year Level Maths Plan	See Year Level Maths Plan	See Year Level Maths Plan	See Year Level Maths Plan
Science	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Living adventure 🌍	Changes around me	Material madness	Exploring light and sound
HASS	UNIT 1		UNIT 2	
	My changing life		My changing world	
Health	UNIT 1		UNIT 2	
	The Resilience Project			
Physical Education	UNIT 1	UNIT 2	UNIT 3 – EVEN YEARS	UNIT 4 – EVEN YEARS
	PE – Let’s Get Moving PE – Cross Country Preparation	PE – Take Your Marks, Get Set, Play! PE – Sports Day preparation.	PE – Hand/eye co-ordination skills and racquet skills	PE – Catch me if you can! PE – Swimming
			UNIT 3 – ODD YEARS	UNIT 4 – ODD YEARS
			PE – I’m a ‘balliever’ & ‘What’s your target’ Hand/eye co-ordination skills and racquet skills	PE – You Keep Me Rolling’ PE – Swimming
Technologies	Design Technologies: Exploring Bees and the honey making process		Digital Technologies: Digital systems	
The Arts (Music)	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Music ‘Let’s Sing and Play Together’	Music – ‘Musical stories’	Music – ‘Different places’	Music – Musical stories
The Arts (Other)	UNIT 1		UNIT 2	
	Visual Art – Using line and colour		Dance – Exploring Dance	
KEY:	Reportable	Non-reportable		



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P-12 CARF & the Australian Curriculum

At Bald Hills State School we are committed to delivering a world-class education. Our requirements for curriculum, pedagogy, assessment and reporting are presented in the [P-12 Curriculum, assessment and reporting framework](#) (Figure 1).

The [P-12 CARF](#) sets out the requirements for us to ensure the:

- right of every child to access education appropriate to their needs;
- provision of a high quality education supporting every student to succeed through each stage of schooling in a safe and supportive learning environment; and
- success and wellbeing of all students through inclusive education responsive to the needs of diverse learners.

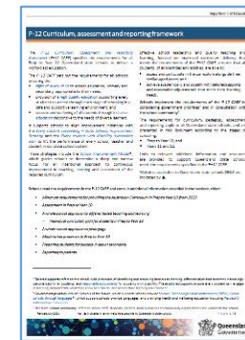


Figure 1: P-12 CARF

Team Planning – building capability

At Bald Hills State School we are committed to precision in curriculum delivery. As such, we ensure provision of dedicated team planning time to enable collaboration, planning and ongoing explicit moderation and differentiation. Additionally, we participate in cluster moderation each semester with neighbouring schools to calibrate our work standards.

Our implementation of the Bald Hills State School [planning process](#) (Figure 2) is supported by a performance development process called the *Bald Hills Way*. These planning and development strategies have the aim of improving consistency across the school as we roll out the Australian Curriculum, and builds capability in team members to select the best available pedagogies to meet the needs of our students.

Our [planning process](#) identifies the points¹ where teachers moderate against Australian Curriculum standards for our students.

¹ [P-12 CARF](#) p22: Moderation processes in Prep to year 10

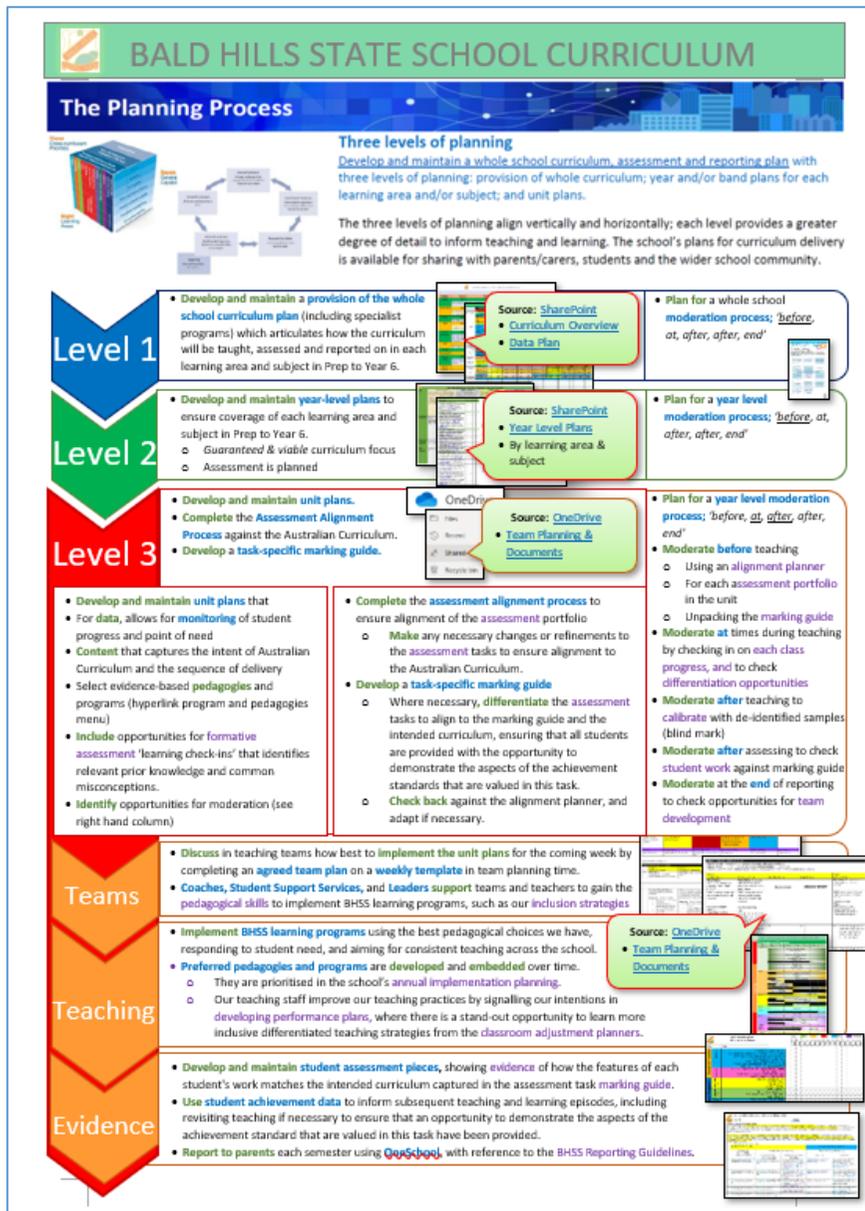


Figure 3: BHSS planning process

Annual Implementation Plan (AIP)

Our AIP is shaped by the [School Improvement Model](#)² (Figure 3) which guides us to determine a sharp and narrow focus, for an intentional approach to continuous improvement in teaching, learning and assessment of the required curriculum.

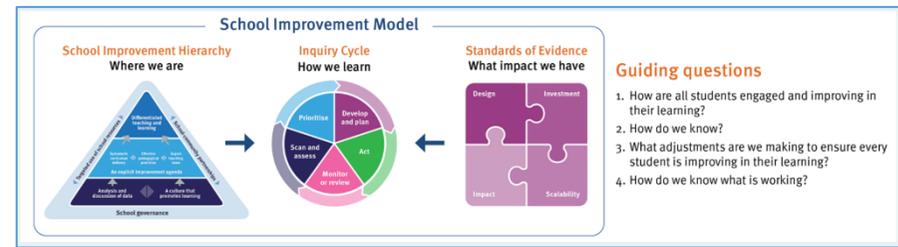


Figure 2: School Improvement Model

Inclusion

Our school leadership and teaching teams are focused on improved curriculum delivery that meets the requirements of the [P-12 CARF](#), ensuring that all students, of all identities and abilities, are able to:

- access and participate in the curriculum alongside their similar-aged peers; and
- achieve academically and socially with [tailored supports](#) and [reasonable adjustments](#) that meet their learning needs.

[Tailored supports](#) refer to the school-wide processes of identifying and removing barriers to learning, differentiation that becomes increasingly personalised for all students, and [reasonable adjustments](#) for students with disability. These [tailored supports](#) ensure every student can:

- engage in learning;
- demonstrate what they know and can do; and
- access their learning environment.

² [Intentional collaboration](#) and learning together



Our Rainbow Room SEP team assists each class teacher to complete a [classroom adjustment planner](#) (Figure 4) where we list the strategies most effective for each child in supporting them to access the curriculum.

Figure 4: Classroom adjustment planner

Requirements for Queensland state schools

Data

We are required to monitor or review assessment and reporting data and other informing evidence to determine focus areas for continuous improvement in student learning and achievement, engagement and wellbeing, and transitions.

Our [data plan](#) tells us

- when to collect data
- the method of collection
- where it is stored for easy retrieval

Figure 5: BHSS Data Plan

The collection of data must have a relevant purpose, so we use assessment and reporting data and other informing evidence as part of school performance planning, to ensure quality systematic curriculum delivery, effective pedagogical practices and differentiated teaching and learning.

Curriculum

We are required to provide (teach, assess and report on) all eight learning areas of the Prep to Year 10 Australian Curriculum to all students, without exception.

Our leadership team guides teaching teams in making decisions about how to meet the minimum requirements suitable for our context, and how to document, retain, and monitor or review our *Whole School Curriculum, Assessment and Reporting Plans*. These plans are detailed for [each year level](#), and schedule how and when all Australian Curriculum learning areas and subjects will be provided.

They include three levels of planning:

- Provision of whole school curriculum plan, one for [each year level](#)
- [Year level plans](#) for each learning area and subject. These plans specify the range and balance of summative assessments and ensure the effective coverage of all aspects of the relevant achievement standard
- [Unit plans](#) – for each learning area and subject

Pedagogy³

We build teacher capacity the *Bald Hills Way*. Key strategies we use to make professional, evidence-based decisions to differentiate teaching and learning, and ensure all students experience success and improved student learning and achievement are;

1. The AIP – prioritising our school improvement focus
2. Team planning time
3. Developing performance plans
4. Coaching
5. Learning sprints
6. Observing best practice in each other’s classes
7. Classroom profiling

These strategies guide our staff in selecting and employing effective practices using the [3 principles of pedagogy](#),⁴ with the ultimate goal of an improvement in learning and achievement for students.

³ [P-12 CARF](#) p21: *A whole school approach to pedagogy*

⁴ [Assessment and Moderation Hub](#): understanding principles of pedagogy



3 Principles of Pedagogy

The three broad principles underpinning our decisions about effective pedagogical practices are:

1. Pedagogy reflects the disciplinary and inter-disciplinary nature of the **curriculum** content.
2. Pedagogy recognises how learning occurs as a process based on evidence and the nature of **learning**.
3. Pedagogy is appropriate to the nature of the **learner** and the context in which they are learning.

Experienced teachers in a school of our size bring a remarkable range of skills and knowledge to the task of teaching (Figure 6 – Pedagogies and Programs). Through the key strategies above, we work towards aligning our efforts in planning and teaching teams across the school to increase effectiveness and consistency over time to benefit our students.

The table is titled 'Pedagogies and Programs' and is organized by year level (Prep, One, Two, Three, Four, Five, Six) and subject area. The subjects listed include English, Maths, Science, HASS, HPE, German, Techno-loggies, The Arts, Student Support Services, and Partnerships. Each cell in the grid contains specific pedagogical practices or program names relevant to that year and subject.

Figure 6: Pedagogies and programs

Differentiated teaching and learning⁵

We use a whole school approach to differentiated teaching and learning to provide the curriculum in ways that meet the diverse learning needs of all students.

We identify the diversity of our school community, cohorts, classes, groups and individuals through the analysis of assessment and reporting data. We respond to the identified needs of our students by identifying differentiated teaching and learning in all three levels of planning.

Differentiation occurs at each level of planning and becomes increasingly personalised (Figure 7: Three levels of differentiation planning).

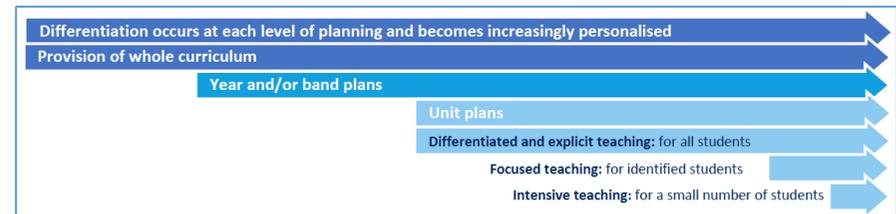


Figure 7: Three levels of differentiation planning

Level 1 Planning: Differentiation in provision of the whole curriculum plan

This whole school curriculum plan documents decisions about:

- the provision (teaching, assessing and reporting on) of all eight learning areas and subjects;
- effective use of resources (human and financial) including learning environments, facilities and technology.

⁵ P-12 CARF p13: A whole school approach to differentiated teaching and learning



Level 2 Planning: Differentiation in year level planning documents.

Year level planning documents include:

- Team charters
- Weekly Team planning templates – completed
- learning area and subject plans
- Scope and sequence checklists
- year level and classroom timetables
- specialist timetables
- teacher aide timetables

These documents record decisions about:

- effective coverage of the relevant achievement standards in response to assessment and reporting data;
- the number and sequence of units to cover the relevant achievement standard, ensuring that the cognitive demands of the units follow a developmental sequence;
- whether there are to be multiple opportunities to assess particular aspects of the achievement standard;
- flexibility in the choice of resources that support the delivery of the learning area or subject;
- the range and balance of summative assessment including the types and conditions suitable for equitable access.

Level 3 Planning: Differentiation in unit planning documents

Unit planning identifies:

- the assessment and reporting data that will determine the starting points for teaching the unit and that will inform differentiated teaching;
- the curriculum, pedagogy and assessment aligned to:
 - the targeted aspects of the relevant achievement standards being assessed;

- the content descriptions targeted for differentiation and explicit teaching, leading to summative assessment.
- the formative and summative assessment tasks designed to be inclusive;
- any adjustments to the teaching and learning sequence to meet student needs;
- effective pedagogical practices.

The QCARF recommends [a process for differentiating unit planning \(Figure 8\)](#) that supports teachers to differentiate unit planning in response to the diverse needs of students in their class, and identified groups and individuals.



Figure 8: a process for differentiating unit planning

Level 3 Planning: Differentiation in planning explicit teaching for all students

Our Rainbow Room SEP team assists each class teacher in completing a [classroom adjustment planner \(Figure 9\)](#) where we list the strategies known to be most effective for each child, in supporting them to access the curriculum.

Classroom adjustment planners are completed by each teacher to identify

- any adjustments to the teaching and learning sequence to meet student needs;
- effective pedagogical practices.

Figure 9: Classroom Adjustment Planner



We employ [tailored supports](#) to ensure that all students can access all eight learning areas of the curriculum. We use school-wide processes to identify groups and individuals who [tailored supports](#), including:

- [students with disability](#), with [reasonable adjustments](#)⁶ to enable students to participate on the same basis as other students
- [gifted and talented](#) students
- students for whom [English is an additional language or dialect](#) (EAL/D), who are learning Standard Australian English (SAE) as a new language, while simultaneously learning the curriculum through SAE
- other [students with diverse needs](#)
 - [Cultural and religious diversity](#)
 - [LGBTQI+ students](#)
 - [Refugee students](#)
 - [Students in out-of-home care](#)
 - [Young carers](#)

Level 3 Planning: Differentiation in planning *focused* teaching for identified students

Focused and intensive teaching acknowledges that all students can learn successfully and achieve when given appropriate learning opportunities and [tailored supports](#).

Focused teaching may be documented in

- OneSchool in either the Class Dashboard or in the Student Plan module under Personalised Learning;
- In annotations in weekly Year Level Team planning templates
- In classroom teachers' weekly / daily classroom planning

Within the context of the units being delivered in each learning area and subject some students may require focused and/or intensive teaching for short periods of time. Students who may require this for a more prolonged period of time include

- Those who are not yet meeting the year or band of years achievement standards
- Those who are exceeding the year or band of years achievement standards. (gifted and talented)

Parents are consulted if prolonged additional support is required.

Focused teaching for groups and individuals is planned in response to formative assessment. It includes supporting or extending understandings and skills from particular content descriptions through effective pedagogical practices and teaching strategies.

Focused teaching may include:

- activating prior knowledge by making explicit connections to new learning;
- drawing on the general capabilities and/or cross curriculum priorities;
- focusing on the literacy and language demands;
- pedagogical practices and teaching strategies such as scaffolding;
- varying the pace of teaching and learning, allowing more time for deeper investigation or fast tracking the learning.

At the same time as **focused** teaching is being provided, students continue to access the differentiated and explicit teaching planned within the context of the unit provided to the class.

Following planned **focused** teaching and analysis of formative assessment, teachers;

- identify students who require ongoing **focused** teaching, or

⁶ [NCCD](#) explanation *Nationally consistent collection of data on students with a disability*



- identify students who *no longer* require ***focused*** teaching as their learning needs are currently met by differentiated and/or focused teaching.

Level 3 Planning: Differentiation in planning ***intensive*** teaching for a small number of students

Intensive teaching for individual students is provided in response to the analysis of monitoring tasks and diagnostic tools, and addresses specific understandings and skills. It includes supporting or enriching specific and discrete understandings and skills from particular content descriptions.

Intensive teaching may be documented in OneSchool in the Student Plan module under Personalised Learning.

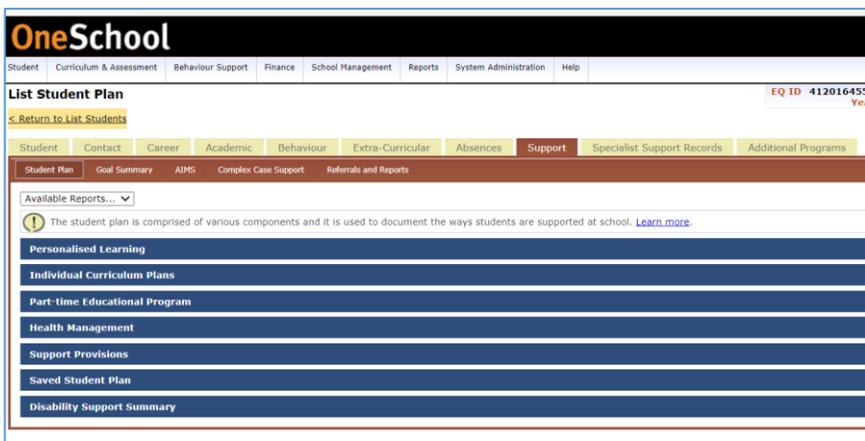


Figure 10: OneSchool personalised learning

Intensive teaching may include:

- adjusting the learning focus using general capabilities and/or cross curriculum priorities;
- developing personal and specific learning goals;

- close monitoring through observation and careful analysis of student responses to tasks;
- collaboration with support staff;
- investigating and using alternative pedagogies and additional resources;
- scaffolding the literacy and/or language demands;
- use of assistive technology.

At the same time as ***intensive*** teaching is being provided, students continue to access the differentiated and explicit teaching planned within the context of the unit being provided to the class.

Following planned ***intensive*** teaching and analysis of formative assessment and/or analysis of monitoring tasks or diagnostic tools, teachers;

- identify students who require ongoing ***intensive*** teaching, or
- identify students who *no longer* require ***intensive*** teaching as their learning needs are currently met by differentiated and/or focused teaching.

Level 3 Planning: Differentiation in planning ***intensive*** teaching for a small number of students – ***Individual Curriculum Plan***⁷

Following interrogation of student responses to the differentiated, focused and intensive teaching provided, a small percentage of students may be identified as requiring a different year or band of years curriculum in some or all learning areas and subjects.

It is recommended that these students be referred to our Student Support Services committee for discussion about how to provide further support, including the possibility of being provided with an Individual Curriculum Plan (ICP). An ICP enables access to an achievement standard one or more years above or below the student's enrolled year level.

⁷ P-12 CARF p15: Individual curriculum plan for students in Prep to Year 10



A [decision-making flowchart](#)⁸ is available for our Student Support Services committee to assist teachers with this process.

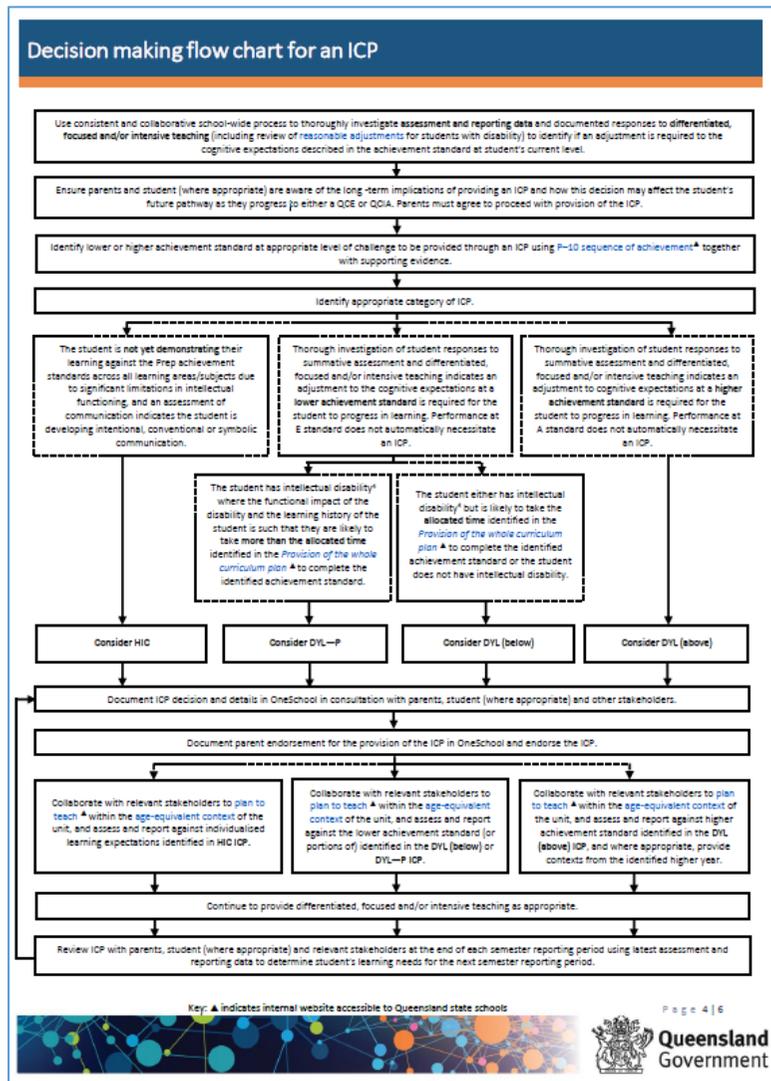


Figure 11: ICP Decision-making flowchart

Assessment in Prep to Year 10⁹

Assessment is an integral part of our systematic curriculum delivery and is recorded in our three levels of planning.

Designing quality assessment relies on a deep understanding of the Australian Curriculum

Our planning teams are supported by our Coach and our Head of Curriculum to use a range of tools to align assessment pieces to the Australian Curriculum, including alignment planners and marking guides.

Designing and administering high quality assessment

Our teams design and administer quality assessment pieces to correlate with our unit plans. Summative assessment tasks are designed to:

- interrelate understandings and skills, derived from the aspects of the **relevant achievement standard** being assessed;
- provide **opportunities for students with a highly individualised curriculum** to demonstrate their learning expectations;
- demonstrate a depth of content understandings; sophistication of skills; and the application of communication and/or practical performance skills appropriate to the selected audience and purpose;
- allow a **range of performance**, using the appropriate reporting scale, against the targeted aspect of the relevant achievement standard and the related assessable elements;
- **be inclusive** of diverse groups and individuals. **Adjustments to mode and conditions are made where necessary.**

⁸ [P-12 CARF](#) p18: Individual curriculum plan for students in Prep to Year 10

⁹ [P-12 CARF](#) p10: Assessment in Prep to Year 10



Adjustments are actions taken that enable students to demonstrate their knowledge, understanding and skills, in response to assessment, on the same basis as other students. They do not involve compensating for what students do not know, understand or cannot do.

Our *Student Support Services* process supports classroom teachers to identify students who are to be provided with [reasonable adjustments](#) and/or [tailored supports](#) during teaching, learning and assessment. Adjustments and [tailored supports](#) ensure **all students with diverse learning needs are supported** to demonstrate the full extent and depth of their learning on the same basis as other students.

Adjustments and [tailored supports](#):

- are applied, monitored and reviewed consistently across the school and on an individual basis;
- reflect differentiation and/or adjustments made to curriculum delivery during teaching and learning in the unit;
- enhance engagement and equitable outcomes for all students. Any adjustment in the mode and/or conditions of assessment should maintain the appropriate curriculum, cognition, context and complexity of assessment, including the way judgments are made about the quality of the evidence.

Assessment folios

During each reporting period, classroom teachers maintain and retain evidence of a variety of student performance over time.

This folio of student evidence is collected and discussed as units are planned and implemented, with teams scheduling the summative assessment pieces for formal moderation against the AC standard.

To assess student performance, teachers refer to a range of student responses to assigned tasks for each unit, including:

- *data from previous assessments* relevant to planning and grouping for teaching and learning;
- *diagnostic* assessment pieces;
- *formative* assessment observations of student performance in teaching lessons and during monitoring tasks;
- *formative* discussions and feedback with students;
- *formative* assessment annotations on student work;
- *formative* assessment information in unit plans, checklists, and mark books;
- *summative* assessment tasks for each unit;
- marking guide for each summative assessment task
 - annotations about evidence in the student response that demonstrate each aspect of the achievement standard being assessed for each assessable element;
 - on-balance teacher judgments about student performance for each assessable element;
 - an overall level of achievement on the piece; and
- an overall level of achievement at the end of each semester for academic reporting.

We use assessment folios to:

- make an on-balance judgment about a student's performance against the relevant achievement standards or learning expectations;
- track the evidence of student progress against the whole achievement standard or learning expectations;
- record student performance against each assessable element and the overall level of achievement awarded for each summative assessment task;
- award an overall level of achievement for reporting purposes based on student responses;



- report the overall level of achievement awarded for each learning area and subject in each year to parents at the end of each reporting period;
- analyse data about students’ strengths and areas for improvement to determine the focus of moderation processes and to inform future teaching and learning.

All student work in folios is to be returned to students to take home to their families following the conclusion of the reporting period if possible. It may, of course, be more practical to return the work and materials at the end of the year if the student’s first semester exercise books are still in use during the second semester.

Reporting to Parents

We review our [reporting guidelines](#) for teachers each semester so that each semester’s reporting processes are clear for everyone, especially parents.

We want parents to understand:

- the learning expectations for the student;
- the student’s achievement against expected standards;
- how well the student is engaging with the expected learning; and
- how the student may be able to improve.

Learning area expectations for each year level are published in a term-by-term curriculum newsletter, and this allows the OneSchool report to focus on student achievement against the Australian Curriculum standard.



Figure 12: Reporting guidelines

Student effort and behaviour is also reported, and additional information on aspects of a child’s learning is provided by classroom teachers in the *general comments* section.

Parent–teacher interviews are booked online during the last weeks of Term One and Term Three.

Comparative reporting is available to parents on request, where a comparison of their child’s performance relative to that of other students in the year level at the school is provided. This is subject to the privacy of individual students being maintained.

Year One Reporting Scales – Academic achievement

We use the following five-point scale to report student achievement in Year One in the Australian Curriculum:	
Applying (AP)	Evidence in the student's work typically demonstrates a depth of conceptual understanding and a sophistication of skills from the standard that are able to be transferred to new situations.
Making Connections (MC)	Evidence in the student's work typically demonstrates that they are making connections with the conceptual understandings and skills from the standard and are beginning to transfer them to new situations.
Working With (WW)	Evidence in a student's work typically demonstrates that they are working with the conceptual understanding and skills from the standard and are able to apply them in familiar situations.
Exploring (EX)	Evidence in a student's work typically demonstrates that they are still developing the required conceptual understandings and skills from the standard and are beginning to apply them in familiar situations.
Becoming Aware (BA)	Evidence in a student's work typically demonstrates an awareness of the required conceptual understandings and skills from the standard and these can only be applied with support.



When there is no summative assessment available, schools may use the formative assessment that has been gathered against the achievement standards, to inform reporting to parents.

An ‘N’ is used only when there is insufficient evidence to make a judgment about their achievement in the reporting period. This usually occurs when the student has recently arrived in the school or they have had extended absences.

Year One Reporting Scales – Effort and Behaviour

We use the following five-point scale to report student effort and behaviour in Year One in the Australian Curriculum:

- Very high
- High
- Sound
- Developing
- Support required

Evidence for student **effort** is made as an on-balance judgment about a student’s performance by classroom teachers, and learning area or subject teachers. Judgments are made against the school’s *Positive Behaviour for Learning* standards (PBL) and the teacher’s classroom learning expectations, and are moderated through teacher discussions in PBL meetings, Student Support Service interventions, and daily interactions between students and teachers.

Evidence for student **behaviour** is made as an on-balance judgment about a student’s performance against the school’s *Positive Behaviour for Learning* standards and classroom learning expectations. Teaching teams track student behaviour progress

twice a term in the PBL ‘Tall Trees’ procedures, with the opportunity for parents and students to engage with this feedback offered during the middle of each term.

Behaviour level indicators	
Year One reporting scale	Positive Behaviour for Learning
Very high	<i>Tall Tree</i> – both terms <ul style="list-style-type: none"> • e.g. Term 1 & Term 2
High	Combination of the follow tree status: <ul style="list-style-type: none"> • <i>Tall Tree</i> – one term & <i>Maturing Tree</i> – one term • <i>Maturing Tree</i> – both terms <ul style="list-style-type: none"> ○ e.g. Term 1 & Term 2
Sound	<i>Maturing Tree</i> – one term & <i>Growing Tree</i> – one term
Developing / Support Required	<i>Growing Tree</i> – both terms <ul style="list-style-type: none"> • e.g. Term 1 & Term 2

Minimum Australian Curriculum requirements in Year One from 2022¹⁰

Our school must provide all eight learning areas of the Prep to Year 10 Australian Curriculum to all students without exception. We make decisions about how to meet the minimum requirements suitable for our context.

Our Admin team oversees this process by balancing current staffing resources and availability against these curriculum requirements. Our BHSS community is also consulted through the Parents and Citizens Association as to curriculum program preferences.

We document, retain, monitor and review our *whole school curriculum, assessment and reporting plan* which details how and

¹⁰ [P-12 CARF](#) p9: minimum requirements for providing the Australian Curriculum in Prep to Year 10



when all Australian Curriculum learning areas and subjects will be provided.

In Year One, the minimum requirements for providing the eight learning areas of the Australian Curriculum are as follows.

Prep to Year 2 – Australian Curriculum	
Learning areas	When to provide
English	<ul style="list-style-type: none"> • Every semester • Every year • Prep – Year 2
Mathematics	
Science	
Health and Physical Education	<ul style="list-style-type: none"> • At least one semester • Every year • Prep – Year 2
Humanities and Social Sciences (HASS)	
Technologies	<ul style="list-style-type: none"> • At least one semester • Prep – Year 2 band
The Arts	
Music	
Languages	<ul style="list-style-type: none"> • Encouraged, unfunded
<p>Some learning areas can be implemented over time, across a band of years or compressed in a year within a band. When providing the learning areas, consider the appropriate amount of time to deliver the curriculum using the recommended time allocations for Prep to Year 6.</p>	

Year One – Recommended time allocations

Learning areas	Hours Per Year	Hours Per Week
English	280	7
Mathematics	200	5
Science	20	30 mins
Health and Physical Education	80	2
Humanities and Social Sciences (HASS)	30	45 mins
Technologies	20	30 mins
The Arts	40	1
Music	40	1
Languages	40	1

*Students should be given the opportunity to study all five Arts subjects across Prep to Year 6. If schools have a Music specialist, they may provide Music using the subject specific achievement standard, while the other four subjects become the contexts provided using the learning area achievement standard.

**The recommended time allocations are a guide provided to help schools plan for the provision of the whole curriculum. However, schools make decisions about allocations of time to suit their local context.



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