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| **Year One** | | | | |
| *At Bald Hills State School we are committed to precision in curriculum delivery. As such, we ensure provision of 80 minutes per week team planning, to enable collaboration, planning and ongoing explicit moderation and differentiation. Additionally, we participate in cluster moderation each semester.* | | | | |
| **Subject** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **English** | **UNIT 1** | **UNIT 2** | **UNIT 3** | **UNIT 4** |
| Engaging with poetry | Character description | Retelling cultural stories | Creating procedural texts |
| **Mathematics** | **UNIT 1** | **UNIT 2** | **UNIT 3** | **UNIT 4** |
| See Whole School Curriculum Plan | See Whole School Curriculum Plan | See Whole School Curriculum Plan | See Whole School Curriculum Plan |
| **Science** | **UNIT 1** | **UNIT 2** | **UNIT 3** | **UNIT 4** |
| Living adventure 🌏 | Material madness | Changes around me | Exploring light and sound |
| **HASS** | **UNIT 1** | | **UNIT 2** | |
| My changing life | | My changing world | |
| **Health** | **UNIT 1** | **UNIT 2** | **UNIT 3** | **UNIT 4** |
| Health – My safety, my responsibilities | Health – Healthy me | Health – We all belong | Health – A little independence |
| **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 |
| **German** |  | | | |
| **Technologies** | Design Technologies: Grow, Grow, Grow! Honey jar designs. | | Design Technologies – Spin it! | |
| **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 – Dancing Characters | |

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| **Our 2019 Priorities – AIP School Improvement** | | | | | |
| **Mathematics** | Reading | Learning Culture – Shared Culture | Higher Order Teaching Strategies | Sustainability | Wellbeing |

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| **Team Planning and Moderation** |
| *At Bald Hills State School we are committed to precision in curriculum delivery. As such, we ensure provision of 80 minutes per week team planning, to enable collaboration, planning and ongoing explicit moderation and differentiation. Additionally, we participate in cluster moderation each semester.* |

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| **Assessment Portfolios** |
| *At Bald Hills State School we follow our assessment schedule, with information being collected for student portfolios that are evidence for a child’s performance against the Australian Curriculum Achievement Standard, as enacted through the planning process.**Marking guides are developed by Year Level teams. Our teams use an alignment planner to draw a direct link from the Australian Curriculum to the assessment task. Evidence of summative assessment is collected in summative assessment portfolios, and assessed using these quality controlled marking guides.* |

## Reporting

For Years Prep to 7 teachers use the report formats in OneSchool to issue a written report to parents at least twice yearly and offer parent–teacher interviews every semester as per the requirements in the *P-12 curriculum, assessment and reporting framework* and the Policy statement: *Reporting to parents*.

Bald Hills State School completes written reports using the appropriate template in OneSchool. These report student achievement for each learning area/subject studied in the reporting period. Student effort and behaviour is also reported.

On request from a parent for information about their child’s performance relative to that of other students, the school provides a comparison of the student’s peer group at the school — subject to the privacy of individual students being maintained. This may not be possible for students on Individual Learning Plans.

* Reporting: Years 1 – 3

For Years One to Three, teachers use the following five-point scale to report student achievement:

**Very High —** The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.

**High —** The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.

**Sound —** The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.

**Developing —** The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skills in situations familiar to them.

**Support required —** The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.

**N:** Insufficient evidence to make a judgment.

Report on effort and behaviour using: Very high, High, Sound, Developing, Support required.

## Reporting: Standards

Reporting is based on standards.

Teachers judge the quality of student achievement using the standards specified in the *P–12 curriculum, assessment and reporting framework* Section 2.2 *Making judgments about student performance*.

## Reporting: Evidence

Reporting is based on evidence.

Bald Hills State School reports to parents on student achievement against the relevant achievement standards for each learning area or subject.

Reports reflect:

* judgments about the quality of student learning based on evidence collected over time
* the student’s most consistent level of achievement with consideration given to more recent evidence.

The evidence of each student’s achievement is collected using a range of assessments aligned to the curriculum. This collection (assessment folio) is used as the basis for judgments about the student’s overall level of achievement in the subject or learning area for the purpose of reporting (see Policy statement: *Assessment* for information on assessment folios).

## Reporting: On-balance judgments

Teachers report to parents by making an on-balance judgment (informed by the evidence in the assessment folio) to award an overall level of achievement in the learning area or subject at the end of a reporting period.

Teachers make on-balance judgments about the quality of student work in the assessment folio, that is, how well the student has met those elements of the achievement standard that have been taught and assessed during the reporting period. A level of achievement is then awarded using a five-point scale (A–E or equivalent depending on the year level).

## Reporting: Teaching and Assessment

Teachers report against what is taught and assessed. Students are assessed and reported against the achievement standard for the year level curriculum they are taught. Students who receive highly focused and intensive teaching within a unit of work, or a particular aspect of a learning area, are still assessed and reported against their year level achievement standard for that learning area.

For any student provided with a different year level curriculum than their age cohort, for particular learning areas (as identified in their Individual Learning Plan) are assessed and reported against the achievement standards for the year level curriculum they are taught.