

Ubobo State School

CURRICULUM PLAN

Updated Nov 2006

This Ubobo State School Curriculum Plan is a living document that outlines the school's organisation and curriculum offerings in terms of:

- Core Learnings,
- Teaching strategies,
- Assessment devices, and
- Reporting of student progress and achievement.

The document responds to the commitment of the Education, Training and Arts department to:

Providing a world-class education for Queenslanders at all levels from the early phase of learning through to post-school education and lifelong learning.

It outlines the school's plans for:

Providing relevant and engaging learning experiences that bridge the gap between how the students live and how the students learn while ensuring all make worthwhile progress throughout years P-7



Community Profile

- Ubobo is one of four small towns in the Boyne Valley, a rural area south of Gladstone and west of Miriam Vale.
- The limited employment opportunities available in the area are based on the cattle, timber and service industries.
- The school is one of three small band 5 schools in the area. The other two are Nagoorin to the north and Builyan to the south.
- No students live with in the township. All live on properties. Some up to 25km from the school.
- School populations fluctuate with family migrations. The area is becoming a popular with retirees who are buying up properties cheaper than they can on the coast. While benefiting the community, this is having a disastrous effect on school populations.
- Each term AVTs service the school from Gladstone and Rockhampton in response to needs of those students with physical and learning disabilities.
- The school has a high profile in the local community, plays an active part in community events and enjoys a high level of community support.
- Most parents are eager to support their child/children's literacy and numeracy development.
- Families embrace technology but are limited by the lack of ICT services within the community.

School Organisation

Multi-age Setting Grades P-7:

The school offers a multi-age learning and teaching environment. 3 teacher aides assist the teaching principal. Specialist teachers in Music, Physical Education and LOTE visit on a weekly circuit while other specialists and support personnel visit on an as-needed basis.

The school has lead the way as a trial school for Prep for the past three years and is already seeing the benefits of this extra six months of preparation for year one. Its full implementation into Queensland schools in 2007-8 holds no fears for Ubobo State School although a change of staff could change this situation.

Core Learning

Integrated Curriculum

Ubobo State School organises curriculum into integrated units of work. English and Mathematics, are core stand-alone subjects but are also embedded in the units while Technology and the Arts are used as tools to enhance learning and presentation during the unit. Japanese, the Languages other than English taught at Ubobo State School is a stand alone subject but can be incorporated in the integrated unit where relevant.

Each term, the integrated units are developed around a host Key Learning Area. Each unit's learning task, develops from an examination of the outcomes and essential learnings outlined in this document and drawn from the following Years 1–10 syllabuses: -

- Health and Physical Education,
- Studies of Society and Environment,
- The Arts
- Science.

Outcomes

Due to the multi-age nature the school, the learning and teaching of units of work is conducted on a two-year cycle over a six-year period. Each strand of each KLA is to be visited at least three times in this period. All units should focus on ensuring the draft Essential Learnings and Standards are met.

Units of work are to reflect local, State, national and international events and issues and highlight connectedness. The focus is to be on core outcomes and essential learnings rather than year levels with units organised around outcome levels *typically* relating to year levels as follows:

- Students demonstrating Foundation Levels are having learning difficulties. However higher outcomes, which offer motivation and challenge, are to be specially selected within the integrated units to match the individual's capabilities.
- Students demonstrating Level 1 outcomes are in their first and second years of schooling.
- Students demonstrating Level 2 outcomes are at the end of their third year of schooling.
- Students demonstrating Level 3 outcomes are at the end of their fifth year of schooling
- Students demonstrating Level 4 outcomes are at the end of their seventh year of schooling

Curriculum Organisation

Emphasis is to be placed on the focus areas of **Numeracy, Literacy, ICT** and the draft **Essential Learnings and Standards**. In addition the **Valley Values** and **Boyne Basics** are to be embedded in practice.

<p><u>Valley Values</u> <i>Value yourself</i> <i>Value your community</i> <i>Value your visions and innovations</i> <i>Create for yourself a healthy and happy future.</i></p>	<p><u>Boyne Basics</u> <i>Thinking</i> <i>Linking</i> <i>Applying</i> <i>Reflecting</i></p>
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The goal is to have students striving for excellence, showing continuous progress and exiting primary school not only with skills identified by the syllabuses but also life skills defined by opportunities and lifelong learning.

A3 Planner

Units of work are designed using the A3 Planner (Appendix 1). Using this tool, a task is created that should provide relevant and engaging learning experiences. Simultaneously, task sheets and related criteria sheets are created and shared with the student as the unit begins.

During the unit, learning experiences are scaffolded, sequenced and chosen to enable children of all developmental stages and learning styles to participate productively in the unit and achieve the planned outcomes.


The final product / culminating event selected should allow the students to demonstrate *what they know* and *what they can do*.

Community Engagement



A significant level of engagement with the Ubobo and wider communities is a necessity for our curriculum plan to function effectively. The Boyne Valley Country Women's Association, Boyne Valley Community Discovery Centre and emergency service representatives are examples of local community groups already working in partnership with the school. Student participation in cultural, artistic and sporting events exemplifies the broader spectrum. As units are developed more innovative ways to include and reflect the community, Australian and global setting are to be considered.

Strand organisers

The various worlds we experience in our lives have been chosen as strand organisers. A different KLA has been chosen as the host for each unit. The organisers indicate the KLA strands from which Core Learning Outcomes are to be drawn. Units planned, using this framework as a guide, will ensure a range and balance of outcomes are chosen from all KLA over the two-year cycle.

YEAR A				
KLA	OUR NATURAL WORLD Host KLA: Science	OUR AMAZING WORLD Host KLA: SOSE	OUR PERSONAL WORLD Host KLA: HPE	OUR WORLD In the FUTURE Host KLA: The Arts
SCIENCE	Life and Living 1&3 Earth and Beyond 3	Earth and Beyond 1&2 Science & Society 1	Science and Society 2 Life & Living 2	Energy & Change 1,2&3
SOSE	Systems, Resources, Power	Culture and Identity	Place and Space	Time, Continuity, Change
HPE	Promoting Health 5	Enhancing Personal Development 1, 2 & 3	Promoting Health 1,2 &3	Personal Development 4
ARTS	Media	Visual Arts	Drama	Music, Dance, Drama & Visual Arts
TECHNOLOGY	Systems	Information	Technology Practice	Materials
OVERVIEW	Choosing Unit activities will allow students to study Our Natural World and its dynamic environments. Students will work cooperatively and make active citizenship choices. They will consider what's needed for creating a healthy environment for themselves and others and the choices available to, and used by, the media as they construct realities.	Comparing. By comparing diverse cultures, the features of the earth and sky, how humans interact with the environment and how living things use the earth and sun as resources students will understand what an Amazing World we live in. By competing in the QCWA <i>Country Of Study</i> students will be able to make an in depth comparison between Australia and the focus country.	Discovering Students will discover in these units that our Personal World has a number of dimensions – fitness, nutrition and safety. They will also be guided to discover how our health is maintained and enhanced by our individual actions and our place in and responsibility for, our environment.	Constructing In these units students will construct images of the world through investigating Energy and Change. By sharing their own and others stories they will construct a vision of their heritage. They will also learn about people and their contributions to our world over time and reflect on the impact of the ideas and actions of the past on us now and in our World of the Future.
 English, Mathematics and ICT embedded in every unit				

YEAR B

KLA	OUR BUILT WORLD Host KLA: Technology	WORLDS WITHIN WORLDS Host KLA: SOSE	OUR CHANGING WORLDS Host KLA: HPE	OUR CREATIVE WORLD Host KLA: The Arts
SCIENCE	Energy & Change 1,2 &3 Science & Society 3	Life and Living 1&3	Natural & processed Materials 2 Life & Living 2	Natural & processed Materials 1&3
SOSE	Systems, Resources, Power	Place and Space	Time, Continuity, Change	Culture and Identity
HPE	Promoting Health 4&5	Physical Activity 3&4	Personal Development 2,3 & 4 <i>Growth and Development Relationships</i>	Promoting Health 3 <i>Risks and Safety</i>
ARTS	Media	Visual Arts	Drama	Music, Dance, Drama & Visual Arts
TECHNOLOGY	Technology Practice	Information	Systems	Materials
OVERVIEW	<p style="text-align: center;">Caring</p> <p>In Our Built World students will focus on meeting our needs, the cycles of life, co-operation and active citizenship. They will be lead to question if the actions we take to build and develop our world are leading to a healthy, happy future. They will design activities and tools that promote sustainable development.</p>	<p style="text-align: center;">Valuing</p> <p>In Worlds Within Worlds students will develop understandings that allow them to value their place in the world. They will participate in the QCWA <i>Country of Study</i> and investigate:</p> <ul style="list-style-type: none"> • the similarities and differences of a variety of worlds within our world. • the world of living things and their interactions with non-living things • the choice of physical activities made by people. 	<p style="text-align: center;">Investigating</p> <p>In Our Changing Worlds students will explore aspects of growth and development, change over time and continuity. They will focus on investigating the nature of change - its causes and effects and changing relationships that develop as a result of change. These investigations should reinforce our Valley Values and promote social justice, ecological and economic sustainability and the democratic process leading to students living happily and peacefully with change.</p>	<p style="text-align: center;">Communicating</p> <p>The focus for these units will be effective communication, as all units will culminate in a Christmas concert for the community. Through the Arts, students will focus on issues related to cultural identity and the uses that can be made of natural and processed materials. They will explore the interactions of humans with materials and the impact of cultural diversity and beliefs on the dynamic interrelationships within Our Creative World.</p>
 English, Mathematics and ICT embedded in every unit 				

KLA	Key Concept	YEAR A – Outcomes Summary				YEAR B – Outcomes Summary			
		Our Natural World	Our Amazing World	Our Personal World	Our World in the Future	Our Built world	Worlds Within Worlds	Our Changing world	Our Creative World
Science	SS1								
	SS2								
	SS3								
	EB1								
	EB2								
	EB3								
	EC1								
	EC2								
	EC3								
	LL1								
	LL2								
	LL3								
	NPM1								
	NPM2								
	NPM3								
SOSE	TCC1								
	TCC2								
	TCC3								
	TCC4								
	TCC5								
	PS1								
	PS2								
	PS3								
	PS4								
	PS5								
	CI1								
	CI2								
	CI3								
	CI4								
	CI5								
	SRP1								
	SRP2								
	SRP3								
	SRP4								
	SRP5								

KLA	Key Concept	YEAR A – Outcomes Summary				YEAR B – Outcomes Summary			
		Our Amazing World	Our Natural World	Our Personal World	Our Imaginative World	Worlds Within Worlds	Our Built world	Our Changing world	Our Creative World
HPE	PH1								
	PH2								
	PH3								
	PH4								
	PH5								
	PA3								
	PA4								
	EPD1								
	EPD2								
	EPD3								
EPD4									
TECHNOLOGY	TP1								
	TP2								
	TP3								
	TP4								
	Info1								
	Info2								
	Mat1								
	Mat2								
	Sys1								
	Sys2								
THE ARTS	Dance1								
	Dance2								
	Dance3								
	Drama1								
	Drama2								
	Drama3								
	Media1								
	Media2								
	Media3								
	VA1								
VA2									
VA3									

SPECIALIST TEACHERS	PHYS ED	FRENCH	MUSIC
	PA 1 & PA2	Compre.1,2,3 & Comp 4,5,6	Music 1,2,3

Teaching Strategies

Productive Pedagogies

Teaching practices and learning experiences at Ubobo State School are informed by the Productive Pedagogies . To this end, teaching strategies should promote:

- An expectation that all students will undertake work that is intellectually challenging.
- Activities that are related to life beyond the classroom and reflect real life problems that affect local and regional communities.
- High expectations for all students and make explicit what is required to demonstrate a successful outcome.
- Student ownership of outcomes and individual responsibility for showing, “***What I know*** and ***what I can do.***”
- Valuing of self, valuing of community and the celebration of difference.
- Visioning, goal setting and innovation
- The Boyne Valley Basics of *Thinking, Linking, Applying and Reflecting*

And lead students towards creating a healthy, happy and productive lives for themselves.

The array of teaching strategies the school will embrace:

- The matrix of Productive Pedagogies which will be embedded in integrated units of work which focus on real life or life-like experiences.
- Three phase learning cycles - **Orientation or *Tuning in phase*** (Mine) where the students are turned on to the topic
Enhancing or *Best-Shot Phase* (ours) where the students are given every opportunity to achieve the stated outcomes.
Synthesising or *Demonstration phase* (yours) where the students are allowed time to demonstrate what they now know and what they can do.

Assessment Devices

Assessment refers to the collection of information about student achievement. It is a key aspect of the learning and teaching process. Assessment tasks come from, build on or are embedded in curriculum tasks. High quality assessment in Ubobo State School is to involve:

- A range of task formats
- Clear criteria for assessment that are shared with the learners at the beginning of units
- Constructive and realistic feedback given to the learner as a result of formative assessment during the unit.
- Constructive and realistic feedback given to the learner as a result of diagnostic assessment when problems arise.
- Constructive and realistic feedback given to the learner as a result of summative assessment at the end of the unit

A range of assessment techniques and instruments are used. These include:

- Focused analysis: assignments, tests, art work, work samples, performances and diagnostic tasks.
- Consultation: interviews, discussions and learning logs.
- Observation: group work, oral presentation, checklists, skills test, anecdotal records and student reflection.

An internal moderation process should evolve using phase descriptors in Prep and Essential Learning and standards materials as they are developed by QSA.

Assessment Guidelines

- Assessment and data collection must be an ongoing process.
- Each unit is to produce a range and balance of work samples showing what the student knows and can do at the end of the unit.
- Significant items are to be dated and given an achievement code and stored in individual folders.
- Students are to compile their own individual work folios of pieces exemplifying what they know and can do.

Reporting

At Ubobo reporting to parents and carers draws on individual student work folio, supplemented by other evidence such as that recorded by the teacher over the progress of the unit. The student report will summarise the student's achievement in learning areas studied over the reporting period and will be accompanied by parent –teacher interviews to provide an opportunity to discuss student progress in more detail.

Reporting will take place two times a year. Written reports will be distributed at the parent teacher interview organised at times convenient to all parties in the final weeks of semester 1& 2.

Developmental Plan for 2007-2009

Professional Development

- Familiarisation of staff with new reporting systems
- Developing planning skills through use of the A3 planner
- Essential Learnings and Standards PD

Bank of Units

- Establish a bank of work units on the school data base
- Collect exemplar to accompany the units and demonstrate student achievement levels for internal moderation purposes
- Develop a set of work tasks that meet the intentions of the strand organisers.

Updating

- This plan is a living document and needs to be regularly updated to reflect new documents and policies coming on line from DETA and QSA