

ORMISTON STATE SCHOOL



School Curriculum Framework

Ormiston State School

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The Ormiston Way

TOPS in Teaching – **TOPS** in Pedagogy – **TOPS** in Learning

The Ormiston State School Curriculum Framework

The purpose of the Curriculum Framework is to align the pedagogy, teaching and learning at Ormiston State School. It seeks to ensure consistency in curriculum planning and implementation to improve learning. The Curriculum Framework is a document that is under constant development and review. It does not sit on a shelf gathering dust, rather it is the “words” of the “what” and the “how” of what we do: day to day, term to term, at our school. Our Curriculum Framework seeks to go beyond gathering the elements of the Australian Curriculum, Curriculum into the Classroom (C2C), the QCAR Framework and Essential Learnings and seeks to define the total educational experience afforded at Ormiston State School. It is a one stop shop for beginning and experienced educators alike and sets the tone for “The Ormiston Way”.

The Ormiston State School Vision

We aim to achieve the best educational outcomes for every student at Ormiston State School so that the students can achieve their full potential as independent, knowledgeable and skilled people who are socially responsible and positively motivated.

In order to be successful in achieving this vision at Ormiston State School **we value in our staff:**

- Enthusiasm and patience
- Knowledge-of the curriculum; of their students; their needs and strengths
- Team Membership-Working in year level teams and Phase Teams, with Administration, and with parents and the community
- Catering for Difference
- High expectations-of behaviour and academic achievements

Our staff will strive to provide opportunities and support for our students to ensure they have the following qualities and skills as **exit outcomes:**

- Happy, confident, motivated and actively engaged in learning
- Independent, organised and prepared to learn
- A problem solver and risker taker
- Co-operative and respectful
- Resilient

Our Motto

Learn As We Grow

The Ormiston “TOPS” Philosophy

As members of the Ormiston State School community we make a special effort to espouse and model:

- Teamwork - Work as a member of a team
- Ownership - Own my own behaviour and learning
- Participation - Participate to the best of my ability
- Sensitivity - Be sensitive to the needs of others

Our School Improvement Agenda

Our focussed priorities for individual student, year level and whole school improvement are reading, spelling and number. This improvement is achieved through explicit teaching, flexible learning, focussed professional development and shared responsibility across our school.

Our core priorities are:

- Academic achievement and excellence for all students in literacy, numeracy and science
- A focus on the “basics” – reading, spelling, number
- A “balanced” curriculum that gives opportunities in multiple spheres – academic, arts/cultural, sports, personal development
- A professional focus on high expectations, deep knowledge, targeted teaching and continuous monitoring

Our High Expectations and Targets

At Ormiston State School we believe that every student is capable of learning and, given the right conditions, should demonstrate continual improvement and experience regular success. By promoting high expectations for ALL students, we challenge the notion that “it is unreasonable to expect more” from some students. At Ormiston State School we set ambitious but realistic goals that promote high expectations for every student in our school.

NAPLAN:

Our NAPLAN targets are also ambitious, with the expectation that all students are able to achieve National Minimum Standards and that our Years 3, 5 and 7 students have an over representation in the Upper 2 Bands for Reading and Number and an increased representation in the Upper 2 Bands for Spelling. The Principal and Admin Team work to set, review and communicate these targets each year.

Indigenous Education:

Our belief is not to “Close the Gap”, but to eliminate the gap, in reference to the achievement and attendance of Indigenous students at our school. The Principal accepts direct responsibility for tracking our Indigenous students through the “Principal’s Markbook (a South East Region initiative).

Satisfaction:

Confidence in public education is critical. School Opinion Survey (Staff, Parent, Student) targets are ambitious and are set with a view to ongoing improvement. The Principal and Admin Team work to set, review and communicate these targets each year.

Our “NAPLAN”, “Closing the Gap” and “Satisfaction” target data can be found as a separate document – “School Improvement Targets”.

Literacy and Numeracy:

We seek to realise ALL students achieving minimum achievement levels in literacy and numeracy and an increase in the percentage of students achieving high levels in literacy and numeracy. Teachers work with members of the Administration Team to set and review individual students and class targets in line with school benchmarks and targets.

Use of and Response to Data

The collection and analysis of data are important for school, year level and student performance tracking. Data is also collected to inform teaching. The Administration Team takes an active, “hands on” role in data collection and use:

- Establish an annual profile of data (collection and analysis)
- Determine a meeting cycle to connect with data
- Plan for teacher/administrator meetings to consider individual class data
- Analyse and compare each data set, seeking trends and making hypotheses
- Prepare data presentations for staff
- Work with teachers, year levels and/or Professional Learning Teams to review and respond to data
- Support teachers with decision on how to best respond to different challenges
- Align programs and supports to data and trends
- Implement and review plans to inform best/effective practice – maximising resource utilisation and student outcomes

OneSchool is utilised as the “single point of truth” for data collection. A range of diagnostic assessments are recorded in OneSchool (see Assessment Schedule for more information) throughout the school year to track student progress and target intervention. Data collection and use is meaningful, not “data for data’s sake”. Additionally, Class Data Profiles are provided for all Years 1 to 7 classes at the start of each year and include a summary of relevant academic and diagnostic data from the previous year.

School Wide Positive Behaviour Support (SWPBS)

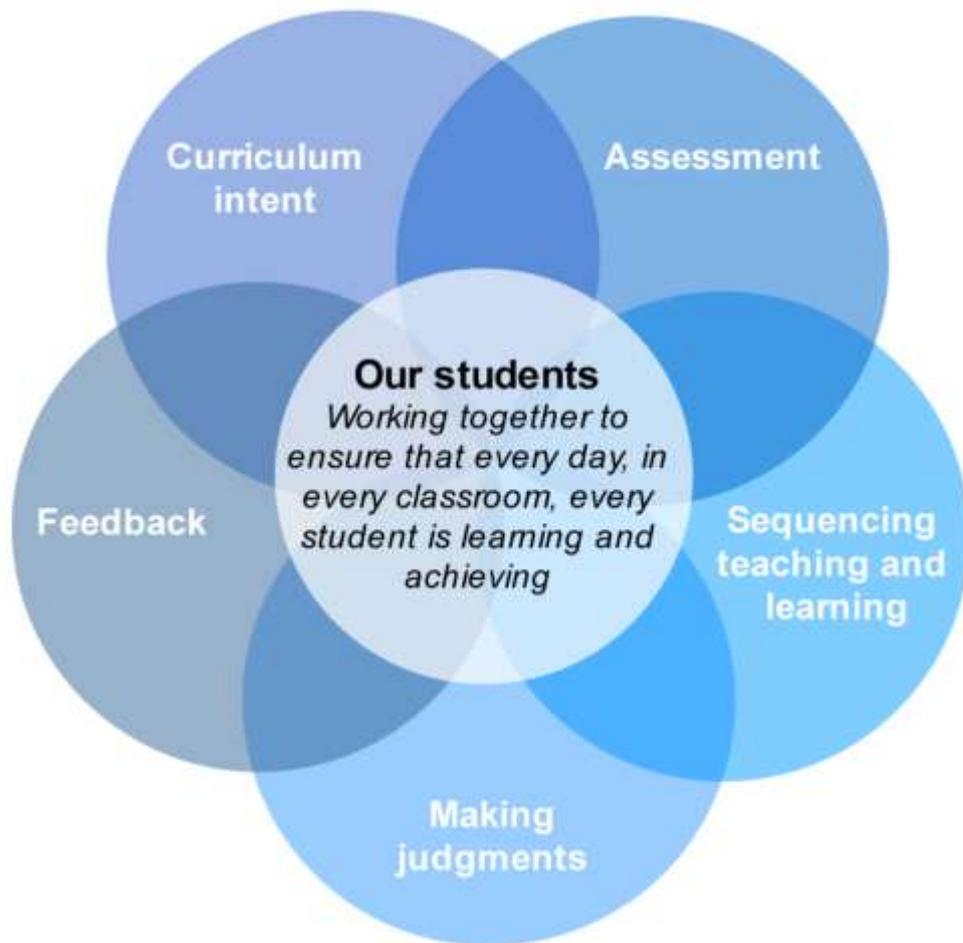
Ormiston State School is a “School Wide Positive Behaviour Support” (SWPBS) school and was one of the first SWPBS schools in the Redlands. At the heart of SWPBS in our TOPS Philosophy and the belief that explicit instruction in behaviour expectations has the most impact and effect on maintaining and enhancing a positive, safe and supportive learning environment and community.

Principles of Teaching and Learning

The student is at the centre of all teaching and learning. This means that when planning, teachers start with the students and make curriculum decisions based on their students' needs. Ormiston State Schools intended curriculum aligns with the EQ P-12 Curriculum Framework, with the goal to recognise diversity in students and engage all students in intellectually challenging learning experiences. Students will have clear guidelines on what they are learning and how it will be assessed. Students will participate in a range of learning experiences to meet different learning needs with multiple opportunities to consolidate knowledge and skills required as members of the future society.

Based on EQ's P-12 Curriculum Framework (2008)

We use the [Dimensions of Teaching and Learning](#) as a framework to inform our practice, understanding each dimension links to and supports the others-



Our Students- Are at the centre of all teaching and learning.

In planning and designing learning we understand the readiness of learners and set challenging but achievable goals. Learning involves students in making sense of the world. It is not simply about absorbing information but it is an active process of constructing meaning. Teaching is about supporting learning and helping students evaluate what they know, extend or renew their knowledge and deepen their understanding.

When working in the teaching and learning cycle teachers must consider-

- What do they need to learn?
- What do my students already know?
- How do I teach it?
- How will they demonstrate their learning?
- How will I know how well my students have learned it?
- Where to next?



Curriculum Intent-What do my students need to learn?

Curriculum intent is what we want students to learn from the mandated curriculum-

- **Prep**-Australian Curriculum for English, Maths, History, Science and Geography. Early Years Curriculum Guidelines provides contexts for learning and other Key Learning Areas.
- **Year 1-7**- Australian Curriculum for English, Maths, Science, History and Geography and QCAR Essential Learnings for all other Key Learning Areas.

Here at Ormiston SS planning sits within 3 levels-

- Whole School Framework-defines vision, expectations, curriculum framework at school level.
- Year level planning-collaboration across year levels to ensure consistency in curriculum, teaching and learning.
- Classroom planning- detailed descriptions and sequences of teaching, learning and assessment, and inclusive strategies for all students.



Feedback-What do my students already know?

Feedback underpins all teaching, learning and assessment processes. It is information and advice provided by a teacher, peer, parent or self about aspects of one's performance with the aim at improving learning.

Teachers and students use feedback to close the gap between where students are and where they aim to be.

Here at Ormiston our aim is to provide productive feedback:

- timely, ongoing, instructive and purposeful
- given at the task, process and self-regulation levels
- focused on the quality of student performance and not on the student
- gives specific information about what to do next
- challenges students
- requires students to take action and responsibility.



Assessment -What have my students learnt and how well have they learnt it?

Here at Ormiston we believe assessment must be purposeful, systematic and ongoing in the collection of information as evidence for use in making judgments about student learning. It can be defined in three ways-

- **Assessment for learning** -enabling teachers to use information about student progress to inform their teaching.
- **Assessment as learning** -enabling students to reflect on and monitor their own progress to inform their future learning goals.
- **Assessment of learning** -assisting teachers, principals and systems to use evidence of student learning to assess student achievement against goals and standards.

Melbourne Declaration on Educational Goals for Young Australians (2008)

Assessment occurs within the following levels-

- Whole School-including National and State Testing requirements and according to the Whole School Assessment Framework.
- Year Level-up-front in the teaching and learning cycle, collaboratively planned tasks and activities.

Here at Ormiston our aim is to conduct productive assessment that:

- is clearly aligned to curriculum and standards
- shares intentions, standards and descriptors of quality with students
- allows all students to demonstrate the depth and breadth of what they know and can do
- is fair and equitable to all students.

Sequencing Teaching and Learning -How do I teach what my students need to know?

Here at Ormiston teachers deliberately plan to sequence learning that provides multiple opportunities for all students to explore and consolidate ideas, skills and concepts. Our teachers strive to challenge and support all students using a range of strategies including-

Teaching strategies	<u>Direct Teaching-</u> <i>Highly structured and explicit teaching</i>	<u>Indirect Teaching</u> <i>Learner-centred and gives students opportunities to make decisions and choices</i>	<u>Interactive Teaching</u> <i>Supports students in working collaboratively and productively in active and hands-on in their learning</i>	<u>Experiential Teaching</u> <i>Enables student to learn and construct meaning through experiences</i>
Examples of teaching methods	<u>Explicit teaching</u> <u>Intensive teaching</u> <u>Structured overview</u> <u>Drill and practice</u>	<u>Inquiry-based learning</u> <u>Inductive teaching</u> <u>Problem-based learning</u>	<u>Whole-class discussion</u> <u>Cooperative learning</u> <u>Peer partner learning/ reciprocal teaching</u>	<u>Field experience</u> <u>Simulations</u> <u>Role play</u> <u>Process drama</u>

Making Judgments -How do I evaluate the quality of students' performance and their depth of learning?

Teachers and students use standards to make judgments about the quality of learning based on the available evidence. It is the process of judging and evaluating the quality of performance and depth of learning that is important to promoting learning.

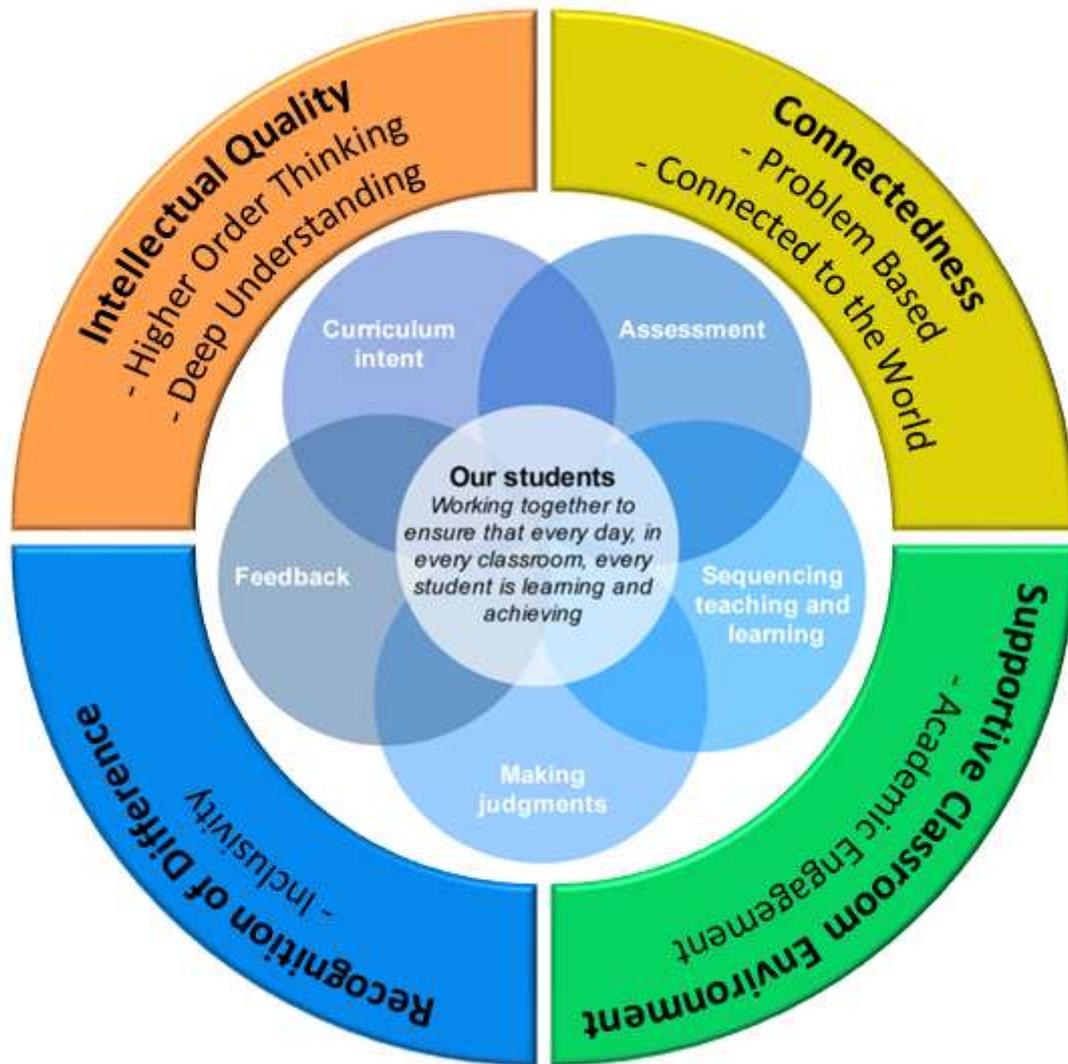
Here at Ormiston our teachers aim to-

- be clear and explicit with students about how they will be judged
- be fair, consistent and transparent in judgements
- provide task-specific descriptors of quality for the elements being assessed
- provide exemplars of high-quality student work to share with students.

*Based on THE ROADMAP, Dimensions of Teaching and Learning
Teaching and Learning Branch, Education Queensland (2011)*

Ormiston State Schools Pedagogical Framework

Encompassing the Dimensions of Teaching and Learning Framework is the [Productive Pedagogies Framework](#). At Ormiston SS we use the following components of this framework to inform the quality of our teaching and learning experiences across all KLAs.



Intellectual Quality

Research shows that the main reasons students underachieve is that they are not always required to perform work of high intellectual quality. Research also suggests that when students from all backgrounds are expected to perform work of high intellectual quality, overall student academic performance increases.

Within our programs we plan and design learning experiences to allow students to develop Higher Order Thinking Skills. HOT involves the transformation of information and ideas. This transformation occurs when students combine facts and ideas and synthesise, generalise, explain, hypothesise or arrive at some conclusion or interpretation. Manipulating information and ideas through these processes allows students to solve problems, gain understanding and discover new meanings.

The Australian Curriculum includes critical and creative thinking as general capabilities. Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions.

*THE ROADMAP, Dimensions of Teaching and Learning
Teaching and Learning Branch, Education Queensland (2011)*

At Ormiston we use The Blooms Thinking Skills Framework to explicitly teach and develop HOTS within our planned learning experiences valuing real life-problem based tasks, hands-on and open-ended tasks. Teachers are not bound to this framework and are encouraged to use a variety of strategies.

Blooms Framework for Thinking

Some Thinking Skills			Blooms	Thinking Strategies	Multiple Intelligences
Complexity Forecasting Originality Designing Formulating Planning Composing Devising	Elaborating Hypothesising Producing Proposing Extrapolating Creating Constructing Managing	Modifying Risk taking Flexibility Organising Synthesizing Inventing Improving	<u>CREATE</u> (Red) <i>Acting like Thomas Edison-always improving, designing, planning</i>	BAR, Brick Wall Key, Forced relationships, PMI, Scamper, Six Thinking Hats, The Ridiculous Key, What if Key, Y chart, Question Matrix,	Verbal Linguistic- <i>(Word Smart)</i> Logical Mathematical- <i>(Number Smart)</i>
Arguing Assessing Choosing Reflecting Rating Discussing	Concluding Deciding Determining Judging Prioritising Evaluating	Recommending Selecting Verifying Justifying Debating Appraising	<u>EVALUATE</u> (Orange) <i>Acting like a judge-based on the evidence</i>	Decision Making Matrix, PMI, T chart, Six Thinking Hats, Y Chart, Ranking Strategy, Be Quiet Miss, Making Connections Strategy, The Placemat Strategy, Cubing	Visual/Spatial <i>(Picture Smart)</i> Body/Kinesthetic <i>(Body Smart)</i> Musical/Rhythmic <i>(Music Smart)</i>
Arguing Analysing Categorising Comparing Complex-summarising Relating Testing	Deducing Differentiating Discussing Distinguishing Examining Contrasting Appraising	Explaining Identifying Investigating Separating Deeper Thinking Solving Communicating	<u>ANALYSE</u> (Pink) <i>Acting like a sorting tray-examining and breaking up an issue into its parts</i>	Attribute Grouping, Mind Mapping, Decision Making Matrix, Double bubble, Five Whys, KWL, Icon Prompt, Picture Key, SWOT Analysis, Six Hats, Think Pair Share, Line up, Forced Choice, Fishboning	Interpersonal <i>(People Smart)</i> Intrapersonal <i>(Self Smart)</i> Naturalistic <i>(Seeing the Connections to the Natural World)</i>
Applying Calculating Compiling Completing Classifying	Constructing Demonstrating Extrapolating Illustrating Employing	Inferring Showing Solving Using Operating	<u>APPLY</u> (Dark Green) <i>Acting like a 'How To' manual-applying previously learnt data in similar situations</i>	Brick Wall Key, Cause-Effect graphic organizers, Mind maps, PMI, Reverse Listing Key	
Describing Explaining Interpreting Outlining Discussing Recognising	Paraphrasing Restating Simple Summary Predicting Identifying	Translating Understanding Selecting Interpreting Comparing	<u>UNDERSTAND</u> (Light Green) <i>Acting like a 'dictionary'- understanding words concepts and reasons for</i>	Mind Mapping, Graphic Organisers, PMI, Six thinking Hats, Jigsaw, Doughnut Strategy	
Defining Fluency Knowing Labelling Displaying	Listing Locating Memorising Naming	Remembering Retelling Stating Finding Recalling	<u>REMEMBER</u> (Blue) <i>Acting like an 'encyclopedia'- where one finds information, facts, data</i>	Answer Question Key, Attribute listing, brainstorming, What if White Hat, double Circles	

Within our programs we plan and design learning experiences to allow students to develop Deep Understanding. This is when students are able to understand relationships between concepts and apply this new knowledge to solve problems, construct explanations and draw conclusions.

Teachers will develop opportunities for students to develop deep understanding through learning experiences that require-

- problem solving
- reasoning
- explaining
- justifying
- concluding

all with increasing complexity across the years of schooling.



Connectedness

We at Ormiston SS understand the importance **and need to develop 'Connectedness' or relevance in our teaching and learning experiences to ensure that students can make meaning or connections beyond the classroom.** We do this by planning for focussing on real-world problems, contemporary issues or personal experiences to build **Connectedness to the World.**

We aim to use Problem-Based Curriculum in which students are presented with specific practical, real or hypothetical problems (or sets of problems) to solve. Problems are defined as having no single correct solution, requiring the construction of knowledge by the students, applying knowledge to design tasks and requiring sustained attention beyond a single lesson. We understand that we need to explicitly teach strategy development and skills to support students to be successful.



Supportive Classroom Environment

At Ormiston SS we acknowledge the importance of creating a supportive classroom environment through the recognition of planning for **Academic Engagement.** Students demonstrate academic engagement when they are attentive and do the assigned work. They show enthusiasm for their work by raising questions, contributing to group activities and helping peers. **To achieve academic engagement we plan for-**

- differentiation and complexity of tasks
- different learning styles
- allow for different rates of learning
- hands-on tasks
- open-ended tasks
- the use of ICTs.

These are recommended strategies to support the development of academic engagement.



Recognition of Difference

We at Ormiston SS understand the significance of recognising difference in order to improve the achievement of students. **We embrace a range of Inclusivity practices into our classroom to cater for student's diverse backgrounds, their cultural, learning, social and emotional needs and abilities. This includes-**

- flexible grouping
- individualising programs
- accessing support staff
- using a range of resources.

Curriculum Alignment and Implementation Guidelines

At Ormiston State School our core priorities are teaching literacy, numeracy and science. From 2012 Teachers will fully implement the Australian Curriculum English, Maths and Science and the EYCG & QCAR Essential Learnings for all other KLAs. Teachers are expected to develop and implement units of work within the following framework.

Prep

From 2014, full implementation of Australian Curriculum in [English](#), [Maths](#), [History](#), [Science](#) and [Geography](#) using EQ's C2C units as a scaffold for planning, teaching and learning and assessment. The [Early Years Curriculum Guidelines](#) is used to provide contexts for learning and define the curriculum intent for other Key Learning Areas.

Ormiston SS will provide a balanced program based on investigative learning moving to more formal learning and that allows each child to reach their full potential. The program will engage students with hands-on and real-life experiences and the use of concrete materials.

The curriculum will also provide the following:

- Social & Personal Learning- central focus will be on developing relationships, understanding difference and developing 'Routines and Transitions' to allow the students to learn expectations, follow directions, group participation and to be an independent learner within the school context.
- Health & Physical Learning-Gross-Motor experiences focusing on a daily obstacle course and improvement of physical development skills. Fine-Motor experiences will focus on manipulative experiences daily including pencil grip and cutting skills.
- Active Learning Processes-developing thinking, investigating, imagining and responding through learning about the world, environments, exploring the Arts and Technology.

Year 1-3

From 2014, full implementation of Australian Curriculum in [English](#), [Maths](#), [History](#), [Science](#) and [Geography](#) using EQ's C2C units as a scaffold for planning, teaching and learning and assessment. QCAR [Essential Learnings](#) are used for all other KLAs. Curriculum is implemented as KLA specific, with a 'Junior School' focus:

- Focus on the sequential development of concepts and building strong foundations
- Learning through explicit teaching
- The use of concrete materials and real world and like-like experiences
- Within a challenging and supportive environment
- Foster a lifelong love of learning.

Teachers will have high expectations of student learning and aim to provide regular feedback to students to promote further improvement.

Year 4-7

From 2014, full implementation of Australian Curriculum in [English](#), [Maths](#), [History](#), [Science](#) and [Geography](#) using EQ's C2C units as a scaffold for planning, teaching and learning and assessment. QCAR [Essential Learnings](#) are used for all other KLAs. Curriculum is implemented as KLA specific, with a 'Middle School' focus:

- Explicit teaching of more specific concepts and skills building on foundations of early years
- Middle school approach developing students organisational, time management skills and fostering students responsibility for their own learning
- Application to real-world and problem based curriculum
- Within a challenging and supportive environment

Teachers will have high expectations of student learning and aim to provide regular feedback to students to promote further improvement.

Implementing the [Australian Curriculum-General Capabilities](#)

They are the skills and behaviours that students develop and apply to content knowledge and that support them in becoming successful learners, confident and creative individuals and active and informed citizens. **Students develop these capabilities in their learning across the curriculum, supported by the Ormiston SS pedagogical framework.**

They include:

[Literacy & Numeracy](#)

Literacy and numeracy are fundamental to successful learning in all learning areas. **Here at Ormiston SS these skills and knowledge are explicitly taught across the curriculum** and in increasing sophistication as students progress through their schooling.

Literacy is the ability to comprehend and communicate information confidently, fluently and accurately in a range of contexts. It involves reading, viewing, writing, speaking and listening using a range of communication technologies. To be numerate is to use mathematics confidently, fluently and effectively to meet the demands of life at home, at work and in civic life. This involves choosing and using mathematical concepts to solve problems in a range of contexts.

*Based on THE ROADMAP, Dimensions of Teaching and Learning
Teaching and Learning Branch, Education Queensland (2011)*

[Information and Communication Technology \(ICT\) Competence](#)

Students develop ICT competence when they learn to investigate with ICTs, create with ICTs, communicate with ICTs, operate ICTS and apply appropriate social and ethical protocols and practices to operate and manage ICT.

[Critical and Creative Thinking](#)

Changes in society have led to the need for what is often described as anywhere, anytime, ubiquitous learning and problem solving. Given that students will face unknown challenges and technologies in the future, they need the skills to think creatively, innovate, solve problems and engage with new disciplines. We at Ormiston SS explicitly teach HOT using the Blooms Framework.

[Ethical Behaviour](#)

Students learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.

[Personal and Social Competence](#)

This involves students learning to recognise and regulate their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

[Intercultural Understanding](#)

Students learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise commonalities and differences create connections and cultivate respect between people.

Implementing the [Australian Curriculum-Cross-Curriculum Priorities](#)

Cross-curriculum priorities are embedded in all learning areas. They have a strong but varying presence depending on their relevance to the learning areas.

The three priorities are:

[Aboriginal and Torres Strait Islander Histories and Cultures-](#)

The organising ideas are around people, country/place and culture.

[Asia and Australia's Engagement with Asia](#)

The organising ideas are around Asia and its diversity, achievements and contributions of the peoples of Asia, Asia-Australia engagement.

[Sustainability.](#)

The organising ideas are around systems, world view and futures.

Planning Guidelines

At Ormiston SS teachers are expected to document their planned units of work using the C2C planning templates as scaffolding for English, Maths, History and Science and QCAR templates for all other KLAs. It is the expectation that teachers when planning will:

- Establish learning needs of students including currently level of skill and knowledge
- Plan according to whole school curriculum framework/scope and sequences/DoTL/Productive Pedagogies
- Cater for diversity
- Collaboratively plan, assess and moderate with year level teams and HOC
- Complete appropriate documentation of planning

The school recognises the importance of collaborative planning and has structured Curriculum Development Time (CDT) within the timetable. This comprises of release time from class with teachers to participate planning sessions with Year-level teams and the HOC three times a term, planning a term in advance, according to the following cycle-

- Week 2-Assessment Tasks, Rubrics, Achievement Standards
- Week 6-Moderation
- Week 9-Planning-intended curriculum, teaching and learning

Time Allocations

While teachers will teach all KLAs the following table details the minimum time allocations for the teaching of our core priorities aligned with Education Queensland recommendations (2014)-

Learning area	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
English	7 hrs	7 hrs	7 hrs	7 hrs	6 hrs	6 hrs	6 hrs	6 hrs
Mathematics	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs
Science	1 hr	1 hr	1 hr	1.75 hrs	1.75 hrs	1.75 hrs	1.75 hrs	2.5 hrs
History	30min	30min	30min	1hr	1hr	1hr	1hr	75mins
Geography	30min	30min	30min	1hr	1hr	1hr	1hr	75mins
Languages							1.5 hrs	1.5 hrs

Teachers are able to develop their own timetables and adjust weekly hours to factor in school events special events, such as carnivals and field trips, and public holidays. Timetables will be submitted to HOC at the beginning of each semester.

Curriculum Differentiation

At Ormiston SS we recognise the importance of providing quality education for all students and work towards providing a differentiated curriculum across all key learning areas.

We define **Curriculum Differentiation** as **addressing the learning needs** of students **considering the rate and complexity** of learning, with **consideration to their different learning styles**. Teachers can differentiate by-

- **deleting already mastered** material from existing curriculum,
- **adding new content**, process, or product expectations to existing curriculum,
- **teach at faster pace**,
- **scaffold tasks** and provide multiple opportunities to master using a **variety of teaching strategies**,
- **flexible grouping**,
- **extending existing curriculum** to provide enrichment activities.

We believe in the motto **“Teach students not units”** with pre-testing a priority to identify and consider the learning needs of students. **Teachers will pre-test their students** at the beginning of each unit, using this information to make informed decisions about the differentiation required for the unit



OSS Differentiation Leaf

<p>What MAJOR extension is needed?</p> <p>Content - acceleration to next year level</p> <p>Process – tiered task with increased complexity</p> <p>Product- HOT task using Blooms Taxonomy</p> <p>Environment- independent learning in classroom or other location</p>	<p>'A' students</p>
<p>What MINOR extensions are needed?</p> <p>Content- extension in small groups or with peers.</p> <p>Process- tiered task with increased complexity.</p> <p>Product- HOT task using Blooms Taxonomy</p> <p>Environment- independent learning or groups within classroom</p>	<p>'B' students</p>
<p>What ADJUSTMENTS are needed?</p> <p>Content – whole class lessons about common misconceptions</p> <p>Process – tasks that increase in complexity</p> <p>Product- Negotiated modes for presenting learning with all students</p> <p>Environment- groups, peers, whole class</p>	<p>'C' students</p>
<p>What MINOR support is needed?</p> <p>Content- target concepts in small groups</p> <p>Process – modified tests and quantity of concepts</p> <p>Product- extra time to complete the task</p> <p>Environment- peer tutoring, small groups, one on one with adult</p>	<p>'D' students</p>
<p>What MAJOR support is required?</p> <p>Content- decelerate to required year level</p> <p>Process- reduced quantity of concepts</p> <p>Product – assistive technology and extra time</p> <p>Environment- one on one with adult</p>	<p>'E' students</p>

WHAT AND HOW

MAJOR EXTENSION

MINOR EXTENSIONS

ADJUSTMENTS

MINOR SUPPORT

MAJOR SUPPORT
(Verified Disability)



Assessment Guidelines

In Prep-Year 7 students will **have the multiple opportunities** to achieve and consolidate the intended learning. Learning is planned and scaffolded towards the Australian Curriculum for English, Maths, History, Geography and Science and the EYCG QCAR Essential Learning for all other KLAs. Assessment of this intended learning will occur through a **range of assessment tasks** and students are awarded an overall achievement according to the Achievement Standards for the [Australian Curriculum](#) and the [QCAR Standards](#).

Based on EQ's P-12 Curriculum Framework (2008)

Recommended Assessment Process Years Prep-Year 7

1. **Select** the Australian Curriculum content descriptor and or the Essential Learnings and build an appropriate learning context around these essentials considering learning styles and needs of students. Note C2C assessment tasks are a guide and can be adapted to suit the students learning needs.
2. **Explicitly plan assessment tasks** around the intended curriculum. Note that this may be one task or a series of smaller tasks and may cover assessable elements across several key learning areas.
3. Make explicit the **"Know" and "Do" components** of the assessment task.
4. **Develop criteria and standards** or use the relevant achievement standard from the Australian Curriculum (levels of achievement, across five levels) for the assessment task/s.
5. **Plan the learning sequence and experiences** that will allow the students to develop the knowledge and skills required to successfully perform the assessment task/s.
6. **Judge student performance** with reference to criteria and standards. Note that evidence is required which may include criteria sheets, checklists, work samples and sometimes taking photos or video of performance for future reference or moderation purposes is appropriate.
7. **Provide feedback** to the learner. Use **performance feedback to inform future planning**.

Ormiston State School expects that teachers will undergo collaborative planning in establishing achievement criteria and moderation processes of student's achievement according to the established criteria and QCAR Standards and or the Australian Curriculum Achievement Standards.

Ormiston State School Whole School Assessment Framework

This framework has been designed to provide assessment data that is purposeful and meaningful that can be used to:

- inform school based strategic planning and the school improvement agenda
- inform teachers to support in making judgements about teaching and learning
- assist in identification of students for targeted support programs
- to make judgements and as evidence for reporting.

These are the core tasks with the understanding the teachers will also complete relevant KLA specific tasks including C2C tasks along with other diagnostic tasks specific to students and year level needs e.g. number fact tests, spelling tests.

Assessment	
C	Metalinguistics/Concepts of Print
LI	Letter Identification
P	PM Benchmark (Running Record)
C	Comprehensive Assessment of Reading Strategies - CARS
B	BURT Word Test
R	Recognition of Sight Words
W	Spelling - Words Their Way - WTW
G	Genre Writing Task – English Assessment
C	Comprehensive Assessment of Mathematical Strategies - CAMS
P	Prep Mathematics Common Assessment Task
1	Year One Mathematics Common Assessment Task
N	Number Facts
S	Progressive Achievement Tests (PAT) in Science
N	National Assessment Program Literacy and Numeracy (NAPLAN)

Please note -

- The assessment tasks are allocated to set weeks in each term, teachers have some flexibility but are required to enter the data into oneschool within 4 weeks of completing the assessment.
- **Prep** –teachers can administer the BURT reading test, a Benchmark or Sight words in Term 1 if students are displaying readiness

Australian Curriculum Achievement Standards					QCAR Standards-	
					The following achievement standards can be applied across all key learning areas. Judgments about student achievement are based on a collection of evidence gathered over time.	
English	Maths	Science	History	Geography	Standard	Descriptor
Prep	Prep	Prep	Prep	Prep	A Very High	Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.
Year 1	Year 1	Year 1	Year 1	Year 1		
Year 2	Year 2	Year 2	Year 2	Year 2	B High	Evidence in a student's work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes
Year 3	Year 3	Year 3	Year 3	Year 3		
Year 4	Year 4	Year 4	Year 4	Year 4	C Satisfactory	Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.
Year 5	Year 5	Year 5	Year 5	Year 5		
Year 6	Year 6	Year 6	Year 6	Year 6	D Developing	Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.
Year 7	Year 7	Year 7	Year 7	Year 7		
					E Requires Support	Evidence in a student's work typically demonstrates a very limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.

[Phase Descriptors for Early Years Curriculum Guidelines](#)

When making judgments about achievement, teachers consider how the qualities of the student work best match the achievement standards.

QCAR Assessable Elements			
HPE	The Arts	Technology	Languages
Knowledge and Understanding	Knowledge and Understanding	Knowledge and Understanding	Knowledge and Understanding
Investigating	Creating	Investigating & Designing	Comprehending Texts
Planning	Presenting	Producing	Composing Texts
Implementing & Applying	Responding	Evaluating	Intercultural Competence
Reflecting	Reflecting	Reflecting	Reflecting

Definitions of Assessment Descriptors

To ensure consistency across the school in assessment and reporting we expected that teachers would use the following descriptors with the understanding of their definition as listed below and within suggested achievement band. This list is not exhaustive and teachers may use other descriptors relevant to key learning areas.

A Very High	B High	C Satisfactory	D Developing	E Support Required
Comprehensive- <i>having a wide understanding; large scope; inclusive</i>	Thorough- <i>Perfect or completely; leaving nothing undone</i>	Satisfactory- <i>fulfilling all demands or requirements</i>	Narrow- <i>Not broad or wide; limited in size</i>	Rudimentary- <i>Earliest stages of development; undeveloped</i>
Insightful- <i>given understanding or gained; ability to see deeper meaning</i>	Thoughtful- <i>Given thought; careful or reflective</i>	Suitable- <i>Fitting or appropriate</i>	Variable- <i>Likely to change; changeable; inconsistent</i>	Minimal- <i>Barely adequate; least possible</i>
Proficient- <i>well advanced or expert in skill or knowledge</i>	Logical- <i>Reasonable; expressing in a clear, consistent manner</i>	Competent- <i>fitting suitable or enough for the purpose</i>	Disjointed- <i>Having connections separated; not fitting together</i>	Unclear- <i>Not easy to understand</i>
Discerning- <i>recognise or understand clearly</i>	Coherent <i>Well reasoned connection; logically connected</i>	Relevant- <i>having a bearing on or connection to the subject</i>	Superficial- <i>Surface only; shallow</i>	Cursory- <i>short; without detail</i>
Well-reasoned- <i>think or argue in a logical manner; able to draw conclusions from facts</i>	Effective- <i>Producing the intended result; striking result</i>	Credible- <i>believable or worthy</i>	Inconsistent- <i>acting with variance; lacking order between parts or elements</i>	Vague <i>Not clear; uncertain in understanding meaning</i>
Controlled- <i>dominate or command of</i>	Purposeful- <i>By design or intentionally</i>	Sound- <i>Sure; reliable</i>	Occasional- <i>Happening now and then</i>	Requires Significant Support- <i>requires significant assistance to complete task</i>

Definitions of Assessment Descriptors

A	B	C	D	E
Skilful- <i>showing or using skill</i>	Clear- <i>easily seen, heard or understood</i>	Functional- <i>Useful; efficient</i>	Limited- <i>restricted or narrow</i>	
Accurate- <i>truthful, exact; free from error</i>	Very Competent- <i>very fitting suitable or enough for the purpose</i>	Adequate- <i>satisfactory; suitable</i>	Developing- <i>in the early stages</i>	
Significant- <i>important; of consequence</i>	Considered- <i>To think deliberately or carefully; reflect</i>	Efficient- <i>Having used the necessary knowledge, skill</i>	With Prompts <i>Can complete tasks with prompts</i>	
Well-justified- <i>well shown or explained</i>	Consistently- <i>Constantly adhering to principles</i>	Capable- <i>Having the ability</i>	Requires Minimal Support <i>Can complete tasks with some support</i>	
Perceptive- <i>having quick understanding and insight</i>	Detailed- <i>to relate or report fully</i>			

Based on definitions from the Macquarie Dictionary (Third Edition)



Ormiston State School-Moderation Process

Moderation is a process that ensures teachers judgements of standards achieved by students are comparable within and between schools.

Effective moderation enables teachers to-

- Be confident about judgements made about student work
- Confirm judgements
- Be accountable to the community that judgements are fair.

Prior to Moderation

- **Teachers mark students work and assign grades** using-Guide to making judgements (GTMJ)
- **Bring all students samples of work for your whole class to moderation.**
- **Select 1 representative sample** as a 'middle of the road' sample of **each grade you have given**, these will be used in school moderation. Note-if you have only given 2 grades, B & C, select the most representative, of these responses
- **Identify any work that you feel you need a second opinion or are unsure of giving a final grade.** These will be included in our school moderation time (e.g. borderline or inconsistent across the assessment areas)

School Moderation

- Teachers take turns and will identify representative samples of students work from A through to E. Teachers discuss samples to ensure consistency in teacher judgements and justify their reasons for assigning the grade.
- Teachers then take turns to discuss their 'unsure' samples and then assign a grade based on discussions.
- Complete the data collection sheet-to be provided by Andrea.

Protocols-

- **Commit to the moderation process-** use the descriptors and samples to ensure equity and consistency.
- **Adopt a sense of responsibility-** contribute to the discussion and encourage all to participate.
- **Respect & listen to others openly**
- **Accept where others are at** in their understanding of curriculum and professional knowledge and experience.

Reporting Guidelines

At Ormiston SS we believe that the process of reporting to parents should provide parents with information about student's progress and development of knowledge and skills within reporting period. The principles that under-pin the reporting practices includes:

- School reporting is part of a co-operative relationship between school staff, parents and students.
- Students and parents are entitled to confidential reporting that is responsive to individual needs.
- School reporting acknowledges student achievement and progress over the reporting period.
- School reporting identifies student's strengths and areas of improvement across a range of indicators.

It occurs:

- "Face to Face" through parent teacher conferences in Term 1 and Term 3 with a focus on Literacy and Numeracy.
- Written reports at the end of each semester, Term 2 and Term 4.

Prep-Year 7 Procedures:

- Teachers use OneSchool to complete the written semester report.
- Prep levels of achievement are Applying, Making Connections, Working With, Exploring and Becoming Aware.
- Year 1 and 2 levels of achievement are Very High, High, Satisfactory, Developing and Support Required
- A - E levels of achievement are used for Years 3 -7.
- Before awarding an achievement level **teachers undergo moderation processes of students work across the year level and consult benchmarks to ensure consistency within the year level and across the school.**

(Teachers are strongly encouraged to inform parents of any concerns or issues throughout the term as they arise)

Learning Support Programs and Guidelines

We at Ormiston State School believe that all students should be provided with the appropriate learning support to enable all students to achieve their maximum learning potential.

The intervention model followed by OSS has three specific components-

Whole School Program-

- Analysis of school data to identify trends, setting school based targets and strategies;
- Explicit teaching and assessment practices;
- Placing priority on catering for difference within classrooms and allowing for flexible groupings and catering for difference in learning rate and styles;
- Explicit teaching of thinking skills;
- High expectations for student learning;
- Expectation that staff engage in professional learning;
- Involving and valuing parent's contribution in education.

Targeted Support Program-

- Formal identification processes and tracking identified students and their needs/strengths;
- A range of flexible support programs including in-class support and student withdrawal for participation in support programs across all year levels;
- Supporting teachers with resources and advice and of teaching and learning practices.

Intensive Support Program-

- Formal identification processes and tracking identified students and their needs/strengths;
- A range of flexible support programs including support through SEP Teacher, AVT's, Speech Therapists and other Specialist Staff.
- Supporting teachers with resources and advice and of teaching and learning practices.

Learning Support Program Overview

Whole School Program-

It is expected that the teachers of OSS plan for program adjustments and modifications to cater for students with specific learning needs. These may include-

- deleting already mastered material from existing curriculum,
- adding new content, process, or product expectations to existing curriculum,
- extending existing curriculum to provide enrichment activities,
- providing scaffolding for students to participate in learning experiences,
- planning adjustments to ensure these students access curriculum and resources,
- making adjustments in the presentation of material, assessment tasks.

Identification Process

Students are selected to participate in programs according to needs and group numbers using the following guidelines.

- Prep**
- Discussion with class teachers and year level teams.
 - Speech Screener-RAPT
 - Delays in development of concepts of print and phonological awareness
 - Sight words
 - Reading Benchmarks-end of Semester 1
 - Number concepts assessments

Year 1-7_Discussion with class teachers and year level teams.

- Anecdotal evidence from current and previous teachers.
- Reading Benchmark
- Burt Reading Test
- WTW Spelling Test
- CAMs assessment
- Naplan and QCAT where applicable
- Other year level based assessment

Note- parents are informed of their child's participation in any support program. Reference to program participation to be recorded in OneSchool under Support Provisions by STLaN.

Role of the Support Teacher for Literacy and Numeracy (STLaN)

- Assist in formal identification processes and tracking identified students and their needs/strengths
- Appraise, as part of a committee (SNAC), the level of need of referred students
- Develop, implement and monitor a range of flexible support programs including in-class support and student withdrawal for participation in support programs across all year levels
- Supporting teachers and school teams with resources and advice and of teaching and learning practices with a focus on literacy and numeracy
- Liaise with parents and outside agencies and other support personnel and Admin Team
- Assist in management of timetables, budget
- Maintain student and school records including OneSchool.

For teachers concerned about student learning and progress after consultation with STLaN; teachers are advised to refer students to the Special Needs Committee (SNAC). This team meets fortnightly to appraise and assess student referrals and develop a course of action include support and further assessments, based on the merits of the case.

Retention Policy

A proposal for a child to be retained in a year level should be the result of ongoing observations, interventions and discussions between all relevant parties. This may include parents/caregivers, class teacher, STLaN, guidance officer, the student and other relevant personnel. Students under consideration:

- should already have been identified as requiring extra support or intervention.
- have a range of evidence presented from the data gathering as per the guidelines that should strongly support the case for retention.
- **Each proposal must be presented to the Special Needs Committee by the end of Term 3. See Staff Intranet, Shared Documents for full policy.**

Special Education Program

The Disability Standards for Education, which came into effect in August 2005, set out the rights of students with disabilities in relation to education and the obligations of school education providers under the Disability Discrimination Act 1992. The Standards set out a framework for education providers to meet this obligation. This includes an obligation to make reasonable adjustments where necessary to ensure the maximum participation of students with disabilities.

The term 'reasonable adjustment' is described as a measure or action taken to assist a student with a disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

Diagnosis

To be eligible for support within the SEP program a student's disability has to belong to one of the six disability categories identified by EQ-

- Autism Spectrum Disorder (ASD)
- Intellectual Disability (ID)
- Speech Language Impairment (SLI)
- Vision Impairment (VI)
- Physical Impairment (PI)
- Hearing Impairment (HI)

The Education Adjustment Program (EAP) is the process used by EQ to identify and respond to the needs of students with disabilities. EAP collects information about needs of students with the first stage being the diagnosis and verification of students and the second stage is a sample profile of adjustments being made by schools to teaching and learning programs.

The Individual Educational Plan (IEP) and Reporting

The IEP assists teachers to meet the individual educational needs of students with disabilities. The plan formulates learning goals in two distinct areas-

- Goals that describe the variation to students intended curriculum
- Goals that enhance participation with the curriculum including communication, health, safety or behaviour.

We at Ormiston State School believe in the philosophy of inclusion. At OSS parents, teachers and support teachers formulate learning goals and adjustments to formulate the IEP for a 6 month period. Student's progress is reported in face to face interviews based on IEP learning goals and on written report card.

Role of the Special Education Program Teacher (SEP)

The role of the support teacher includes:

- Act as case manager and lead in formal identification and verification processes, completing all required paperwork and tracking identified students and their needs/strengths
- Member of Special Needs Committee
- Develop, implement and monitor a range of flexible support programs including in-class support and student withdrawal for participation in support programs
- Lead development and review of IEP's and liaise with all parties
- Supporting teachers with resources and advice and of teaching and learning practices, behaviour management, making adjustments
- Liaise with parents and outside agencies and other support personnel and Admin Team
- Management of timetables, budget
- Maintain student and school records including the creating of Individual Support Plans within OneSchool.

Gifted Education Program

At Ormiston SS we believe students who are gifted, excel or are capable of excelling in one or more areas such as general intelligence, specific academic studies, visual and performing arts, physical ability, creative thinking, inter-personal or intra- personal skills.

These children are likely to display some of the following characteristics based upon their particular area of giftedness.

General Intellectual Ability	Specific Academic Ability	Creative Thinking
<ul style="list-style-type: none"> Formulates abstractions Observant Processes information in complex ways Excited about new Ideas Enjoys hypothesising Learns rapidly Uses a larger vocabulary Inquisitive Self-starter 	<ul style="list-style-type: none"> Good memorisation skills Advanced comprehension Acquires basic skill knowledge Widely read in special interest area High academic success in special interest area Pursues special interest with enthusiasm and vigour 	<ul style="list-style-type: none"> Independent thinker Exhibits original thinking and written expression Comes up with several solutions to a given problem Possess a sense of humour Creates and invents Challenged by creative tasks Improvises often Does not mind being different from a crowd
Leadership	Psychomotor	Visual/Performing Arts
<ul style="list-style-type: none"> Assumes responsibility High expectations of self and others Fluent, concise self expression Foresees consequences and implications of decisions Likes structure Good judgment in decision making Well-liked by peers Self confident Organised 	<ul style="list-style-type: none"> Challenged by difficult athletic activities Exhibits precision in movement Enjoys participation in various athletic opportunities Excels in motor skills Well-co-ordinated Good manipulative skills High energy level 	<ul style="list-style-type: none"> Outstanding sense of spatial relationships Unusual ability for expressing self, feelings, moods through art, dance, drama, music Good motor co-ordination Exhibits creative expression Desire for producing 'own product' Observant

Our vision for students who are gifted is that they feel valued in a learning environment which both challenges and supports them to pursue excellence and develop a passion for lifelong learning.

Based on Framework for Gifted Education
Education Queensland

Ormiston SS has developed and implemented an identification process that includes referral to SNAC. See Staff Intranet, Shared Documents for Referral Process.

Catering for Gifted students is generally through the practice of differentiation in the classroom and includes:

- maths and reading blocks
- a focus on flexible grouping
- curriculum compaction and modification
- task differentiation.

Ormiston is further developing an extensive enrichment program which provides a range of opportunities for students displaying a range of talents across the varying domains to further develop their talents. From 2012 this includes-

- Extension in Language for Year 4 & 5
- Extension electives for students in Years 6-7 with planned extension to Years 4-7
- Extension programs in literacy and numeracy through Learning Support Program
- UNSW competitions
- Choir and instrumental music
- Representative sport competitions
- Cluster Schools Enrichment Days for Science, Maths, Language and The Arts for Years 6 & 7

Ormiston State School Camping Program

Classes in Year 5, 6 & 7 attend camps. Year 5 attend Camp Goodenough every year and the Year 6 & 7 students combine to attend Tallebudgera every second year. Camps are organised by the class teachers concerned and venues are determined depending on classroom program, numbers, suitability of camp sites and programs offered etc. The purpose of these camps is to develop social skills, personal skills (including confidence, independence, co-operation, supported risk-taking and tolerance), enhance and develop student learning.

There is a series of steps that are required when arranging a camp or excursion. For details and requirements on planning camps and excursions, please see the Principal and BSM.

Parent Program-Working Together

At Ormiston SS we understand that partnerships with parents and community members can be a significant factor in improving student achievement. We believe school programs can be supported by parents to extend literacy and numeracy skills by providing parents with practical information and everyday strategies through enrolment interviews, newsletter, parent education sessions and school website.

We encourage parent participation in school programs including helping in classrooms, participating in school events and excursions, attendance at parent information evenings and participation in the formal reporting processes.

ICT's

Within the Australian Curriculum, students develop ICT capability as they learn to use ICTs effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. These are developed across all KLA's.

The ICT capabilities are organised into five interrelated elements:

- [Applying social and ethical protocols and practices when using ICT](#)
- [Investigating with ICT](#)
- [Creating with ICT](#)
- [Communicating with ICT](#)
- [Managing and operating ICT](#)



Australian Curriculum V3.0

The EQ Student ICT Expectations identify the ICT knowledge, understanding, ways of working and skills that students in Queensland state schools are required to have the opportunity to develop from Prep to Year 12. The Student ICT Expectations are embedded within the Curriculum into the Classroom units and provide specific examples of how ICT can be used to develop and consolidate curriculum understandings across learning areas.

EQ's Student ICT's Expectations:

- [Prep to Year 3](#)
- [Year 4 to 5](#)
- [Year 6 to 7](#)



ORMISTON STATE SCHOOL HOMEWORK POLICY

Rationale

Homework is an integral part of school activity. It is valued as a personal study habit which is essential to student success. Homework provides students with opportunities to consolidate their classroom learning and should involve family members in their learning. Ormiston State School provides homework that enhances student learning and:

- Is purposeful and relevant to students need
- Is appropriate to the phase of learning (early, middle and upper)
- Is positive experience and appropriate to the capability of the student
- Reinforces concepts taught at school
- Develops the student's independence as a learner, developing time management and organisational skills and ownership for own learning
- Is varied and clearly related to class work

(As outlined by Education Queensland Homework Policy Guidelines and within Section 23 Education (General Provisions) Regulation 2006)

The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, and cultural considerations where appropriate.

Policy

Ormiston State School believes that homework should be a purposeful learning experience and that it may contribute in a number of ways to the development and extension of the child's learning and the school program therefore:

- Homework is set with adequate timelines with parents notified of exceptions- e.g. camp, school excursions
- Teachers will correct homework, acknowledge it and provide feedback
- Completed homework will demonstrate school expectations around book work and general presentation of work
- There will be no homework set on holidays
- Guidelines for homework will be appropriate for each Year Level and they will be applied consistently throughout the school, allowing flexibility for individual applications

Roles and Responsibilities of Teacher:

- Homework expectations will be set at the beginning of each year following school policy guidelines.
- Set relevant and meaningful tasks that are related to classroom learning.
- Checking homework regularly and provide timely and useful feedback to students.
- Inform parents of developing problems concerning homework and suggest strategies to assist.
- Use discretion when determining tasks, taking into consideration the student's ability, home circumstances and commitments.
- Teach strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework.

Roles and Responsibilities of Student:

- Students need to make sure they take home everything they need to complete homework tasks.
- Students need to manage their time to ensure homework is completed on time.
- Discuss with their parents or caregivers homework expectations.
- Seek assistance when difficulties arise.
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities.

Roles and Responsibilities of Parents:

- Notify the teacher if there is any difficulty with the tasks set.
- Acknowledge homework completed by signing as appropriate.
- Provide feedback to their child by writing a message on the homework.
- Set an environment and routine at home that fits their family.
- Encourage students to organise their time and take responsibility for their learning.

Time expectations

As a guide we expect the duration of homework tasks should fall within the listed time allocations:

- Prep Parents are encouraged to read to their children and talk about daily activities moving into more formal homework as year progresses
- Year 1-3 1 hour per week
- Year 4-5 Up to but not more than 2-3 hours per week
- Year 6-7 Up to but not more than 3-4 hours per week

Consequences

- In developing our homework policy, students are rewarded for good work.
- In accordance with the Education (General Provisions) Act 2006 students teachers will set and communication clear expectations and consequences around the completion of homework.
- Students will not miss out on extra-curricular activities because of failure to complete homework.

Homework tasks may include:

- Revision and critical reflection to consolidate learning (practising for mastery)
- Applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- Pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- Preparing for forthcoming classroom learning (collecting relevant materials, items, information)

Early Phase of Learning (Prep to Year Three) specific tasks may include:

- Home reading program according to specific needs of students
- Phonic cards to reinforce letter sound knowledge
- Sight words tasks to assist with the development of sight word vocabulary
- Spelling words to learn using a variety of strategies
- Preparation for oral presentations
- Opportunities to write for meaningful purposes; may include sentence construction, editing tasks
- Maths concepts including number facts and problem solving

Middle Phase of Learning (Year Four to Seven) specific tasks may include:

- Home reading program according to specific needs of students and may include daily independent reading
- Spelling words to learn using a variety of strategies
- Maths concepts including number facts and problem solving
- May be coordinated across different subject areas
- Preparation for oral presentations
- Extension and/or completion of class work, projects and research tasks

Policy References

- Education (General Provisions) Act 2006 Part 4 Section 23
<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>
- CRP-PR-010 Homework in State Schools
<http://education.qld.gov.au/strategic/eppr/curriculum/index.html>

Endorsed by Ormiston State School P&C Association: 20 February 2012



Ormiston State Schools Guidelines for General Teacher-Aides

The purpose of these guidelines is to provide a framework for a consistent whole school approach to the effective use of Teacher Aides, in order to maximize learning outcomes and to provide clear expectations for Teacher Aides in their roles and responsibilities when working in the various areas of this school.

Where possible the school will timetable Teacher-Aides to support core school learning priorities within literacy and numeracy. Teacher-Aides will generally be rostered to a class for a minimum of one term to assist Teacher-Aides to better understand student's needs and the operating procedures within that room. Blocks of resource time will be allocated to each year level to allow for Teacher-Aides to photocopy and construct resources or access resources. This time will generally be out of priority learning times and the Year Level team will be responsible for communicating explicit operating procedures to the Teacher- Aide for this time.

Classrooms

- Teacher-Aide time in classrooms is to be implemented efficiently and effectively. Teachers will have processes in place to **communicate explicitly** what work/task is required **providing clarity around what is the learning focus or learning intention** when working with students.
- **Teacher-Aides are to be informed of their role within the classroom prior to commencing on class or using a process that does not interrupt teaching and learning time.** This may be communicated via email (where possible), or by meeting with the Teacher Aide at a mutually convenient time. It may include a communication diary or instructions on a whiteboard or within a weekly program.
- Teacher-Aides are able to **work with small groups of students, one on one with students** or work within the whole class under the instruction of the teacher.
- Teacher-Aides establish **productive and supportive working relationships with the students** understanding students learning needs with confidentiality, tact and sensitivity to students and their families.
- Suggested activities for Teacher-Aides include:
 - ✓ Reading, spelling and writing in small groups and activities.
 - ✓ Small groups working on number concepts.
 - ✓ Support in the learning of number concepts and problem solving.
 - ✓ Support with assistance during hands-on activities including art, painting, science experiments, maths activities, gross motor activities, sporting activities.
 - ✓ Assist students with research based learning and projects.
 - ✓ Assist students on computers.
 - ✓ Implement specific school based programs including S.A.R, E.L.F, Speech Program etc.
 - ✓ Complete observations, checklists, photograph assessments upon direction of class teacher.
 - ✓ May be used to conduct formal assessments if they have been officially trained but the analysis and scoring of the tasks lie as the responsibility of the teacher.
 - ✓ Assist with supervision, preparation on special activity days and excursions.
 - ✓ Assist with organisation of lessons and activities that require equipment and consumables.
- Teacher-Aides can be utilised for the **production of resources** including photocopying and laminating. It is the schools preference that these tasks are within the resource time and not within priority learning times.
- Teacher-Aides may be required to **assist students with special needs including assisting with positioning, meals, toileting and dressing of pupils unable to care for themselves.**
- Behaviour management of students within the whole class is the responsibility of the teacher. Teacher-Aides may assist the teachers, at the direction of the teacher in whole group settings. When **working in small groups the Teacher-Aide is responsible for the management of students** and is responsible for implementing school wide and classroom behaviour processes and informing teachers of the behaviour of students.
- Teacher-Aides should be **working within reasonable supervision and distance** of a teacher when working with groups of students with a teacher being available to be called on when needed including in the playground, for sporting activities and school excursions.
- Teacher-Aides may **provide Office Duties** including taking confidential correspondence, requests for information, data entry, managing stock orders.

Playground

- Teacher-Aides generally will be rostered on to be **working within reasonable supervision and distance** of a teacher.
- Teacher-Aides **will be responsible for the management of students** and follow the whole school behaviour management processes. This includes reporting of minor incidents to class teachers if deemed requiring follow-up, green cards or orange cards to the office.
- Teacher-Aides will be responsible for **following first aid procedures**.
- Under Duty of Care procedures Aides will intervene in the management of student's behaviour during movement in and around school.

Prep

- Prep Teacher-Aides will be replaced by the school when absent.
- **Before school procedures**-Two Teacher-Aides are rostered on from 8:30am and are responsible for setting up the outdoor area for all Prep classes to access for that day. Prep teachers are required to communicate explicitly what activities/equipment is required based on the learning focus or planned intended learning focus. Teacher-Aides are required to consult with the responsible teacher and the planning chart at the start of each week. For 2012 PBD ODD weeks and PAC for EVEN weeks.
- **End of day procedures**-Two Aides are rostered on from 2:45pm to 3:15pm and are responsible for the packing up and storing of the outdoor area.
- **Prep Duties Time**-During this rostered time or when additional time is allocated to Prep, Teacher-Aides are to consult the workbook located in the workroom of PA. This details specific jobs to be completed in order of priority. Aides are to consult the teacher listed specifically for that task for further clarification and instruction. Teacher-Aides are to indicate record when this job is complete.
- Teacher-Aides may be required to **assist students with special needs including assisting with positioning, meals, toileting and dressing of pupils unable to care for themselves**.

Library

- Teacher-Aides will be required to **assist with the following tasks** when working in the library;
 - ✓ Cataloguing
 - ✓ Shelving
 - ✓ Assist with Readers Club
 - ✓ Manage Alice System for borrowing books
 - ✓ Assist with communication-answering phones
 - ✓ Assist students locate resources, borrowing etc.
 - ✓ work with small groups of students
 - ✓ Stocktaking and cleaning of equipment-maths, science, books



Ormiston State Schools Guidelines for SEP Teacher-Aides

SEP-Special Education Program

- It would be expected that Teacher-Aides display:
 - ✓ An awareness of disability categories which meet the criteria for targeted funding by Education QLD - Intellectual Impairment, Speech Language Impairment, Autistic Spectrum Disorder, Hearing Impairment, Vision Impairment and Physical Impairment.
 - ✓ Understanding of the impact of each of the disability categories on a student's ability to access the curriculum.
 - ✓ Ability to follow teacher directions and provide feedback. Seek assistance from the teacher as required.
 - ✓ Effective communication with class teacher and others working with the student to create a cooperative working relationship.
 - ✓ Awareness of EAP process in recording the frequency of education adjustments to assist students with disabilities in accessing the curriculum.
 - ✓ Knowledge of adjustments used to promote inclusive practices.
 - ✓ Understanding of and input into the IEP process.
 - ✓ Knowledge of IEP goals for each student .
 - ✓ Ability to develop a productive working relationship with students. Consideration given to educational goals, the impact of the disability, student interests and strengths, preferred learning styles, motivators and triggers.
 - ✓ Awareness of health plans, individual behaviour plans and risk assessments.
 - ✓ Ability to promote students' independence and problem solving strategies to avoid development of dependency.
 - ✓ Knowledge of learning activities developed by the teacher including – purpose, strategies, level of help to be given, collection of data.
 - ✓ Respect for confidentiality – confidential information includes results of formal and informal assessments, social and behavioural issues, performance levels and progress, program goals and objectives, information about family relationships and personal matters, medical information.
 - ✓ Perform the role of scribe.
 - ✓ Teacher-Aides may be required to assist students with special needs including assisting with positioning, meals, toileting and dressing of pupils unable to care for themselves.