



Context

Slacks Creek State School is a co-educational, state school catering for students in prep to year 7. We currently have approximately 280 students grouped in traditional, single year classes where numbers permit. However, because of numbers, some of our students are placed in composite classes.

We aim to provide a balanced education for our children in a supportive environment. We aim to develop self-esteem, knowledge, skills, attitudes and values on an equitable basis, thus establishing a foundation for lifelong learning.

The school is part of the Logan-Albert-Beaudesert District of Education Queensland.

Core Learnings

At Slacks Creek State School, we regard curriculum as the sum total of all the learning opportunities a child will be exposed to at school. Our curriculum is based on the following principles:

- that the teaching and learning of Reading underpins all other learning;
- that the integrity of English and Mathematics must be retained;
- the teaching of philosophy in all classrooms will enhance learning in all curriculum areas, in particular literacy and numeracy;
- that the curriculum provide consistency of delivery across year levels;
- that the curriculum develops progressively between year levels;
- that the development of the integrated work units which identify deep understandings, meet the needs and capabilities of all students;
- that the implementation of QCARF (Queensland Curriculum, Assessment and Reporting Framework) will support the alignment of curriculum, pedagogy and assessment and improved outcomes for students

Curriculum Organisation

The curriculum at Slacks Creek is organised under the eight KLA's:

- English
- Mathematics
- Studies of Society and the Environment (S.O.S.E)
- Science
- The Arts
- Technology
- Health and Physical Education (HPE)
- Languages Other Than English (LOTE)

English at Slacks Creek State School

At Slacks Creek, we believe that success in reading underpins all other success during a student's academic career. As such, reading is taught explicitly during mandated literacy blocks (1hr) which occur at least 4 times per week. Fountas and Pannell is used as a tool to plan for literacy blocks. The four resource model has been identified as an effective tool that may also guide reading instruction.

Writing is also taught explicitly and incorporates functional grammar.

We adopt a whole school phonemic approach to spelling. Spelling is supported from P-7 by the Soundwaves program. Details of our approach to literacy teaching and learning are outlined in our **Literacy Strategy 2008-2010**.

CURRICULUM ORGANISATION

Maths at Slacks Creek State School

At Slacks Creek, we believe the integrity of Mathematics as a distinct KLA should be retained and as is taught explicitly. Maths instruction is supported by the GO Maths scheme across P – 7 and Natural Maths. Ann Baker is a consultant to our school around effective maths pedagogy. Both schemes align with the 2005 Maths syllabus and have a strong focus on working mathematically.

Details of our approach to the teaching and learning of numeracy are outlined in our **Numeracy Strategy 2008-2010**.

Philosophy

Philosophy is taught in all classrooms. We believe strongly that engaging our students in philosophical inquiry will lead to improved quality of thinking which is important if raised outcomes in core curriculum areas are to be achieved.

“In a very real sense, engaging with philosophical analysis allows students’ other subjects to become more meaningful to them.”

(Golding 2002 - Connecting Concepts)

Integrated Units

Integrated units are planned collaboratively each term and deliver essential learnings across the key learning areas. These units will typically have S.O.S.E, Science, H.P.E, The Arts and/or Technology as their host K.L.A while incorporating other K.L.A's where appropriate. Technology (including ICT's) will be integrated into all units of work where possible. Planning is published on the school website each term. The planning format is mandated (Appendix 1). Essential Learnings are used as a basis for ensuring curriculum needs are met (Appendix 2).

Specialist teachers of L.O.T.E, Music and P.E will endeavour to support integrated units where appropriate. Units of work will be planned using QCAR Essential Learnings and Syllabus documents and will identify enduring deep understandings formed from the amalgamation of key concepts, processes and values.

CURRICULUM ORGANISATION

Productive Pedagogies at Slacks Creek State School

Slacks Creek State School recognises that learning connected to the real world, provides high level intellectual quality, recognises differences in students and groups, is provided in a supportive classroom environment and will improve student retention of deep understandings that are drawn from the key concepts, processes and values that characterise the teaching and learning taking place. Pedagogical audits are embedded in the planning process to ensure teaching and learning and effectively aligned.

<i>Intellectual quality</i>	<i>Supportive classroom environment</i>	<i>Recognition/valuing of difference</i>	<i>Connectedness</i>
Higher-order thinking	Student direction	Cultural knowledge	Knowledge integration
Deep knowledge	Social support	Inclusivity	Background knowledge
Deep understanding	Academic engagement	Narrative	Connectedness to the world
Substantive conversation	Explicit quality performance	Group identity	Problem-based curriculum
Knowledge as problematic	Self-regulation	Active citizenship	
Metalanguage			

Professional Development at Slacks Creek State School

Professional development for all staff is strategically planned for to address priorities as identified in the School Annual Operation Plan. All professional development is accountable.

Priorities for 2007	Priorities for 2008	Priorities for 2009	Priorities for 2010
• Reading	• Reading		
• Numeracy	• Writing (functional grammar)		
• Assessment	• Soundwaves		
• Behaviour Management	• Assessment and moderation		
	• Behaviour Management		
	• QCAR implementation		

Priorities 2008 – 2010 will be identified as part of the triennial school process.

ASSESSMENT

Assessment at Slacks Creek State School

Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgements about student learning. It should be seen as:

Formative- used to assist a student to improve their performance; and/or

Summative – to measure performance for the purpose of reporting.

Purposes

- To promote, assist and improve student learning;
- To inform programs of teaching and learning;
- To provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

Methodology

The essential features of assessment will include:

- selecting the learning outcomes that are the focus of assessment (QCAR – alignment of assessment, curriculum and reporting)
- making explicit what students are expected to know and do to demonstrate learning outcomes
- identifying and designing opportunities for students to demonstrate learning outcomes
- identifying how evidence will be gathered and recorded
- identifying when and how judgements will be made
- develop consistencies of teacher judgements about student demonstrations (moderation).

ASSESSMENT

Assessment Timeframe at Slacks Creek State School

	Term 1	Term 2	Term 3	Term 4
Years 1,2,3	<ul style="list-style-type: none"> PAT Maths (not in yr 1) 	<ul style="list-style-type: none"> PM Running Record Genre Assessment SA Spelling Test GO Maths Diagnostic 	<ul style="list-style-type: none"> PAT Maths 	<ul style="list-style-type: none"> PM Running Record Genre Assessment SA Spelling Test GO Maths Diagnostic
Year 2		<ul style="list-style-type: none"> Validation (Year 2 net) 		
Years 4,5,6,7	<ul style="list-style-type: none"> PAT Maths PROBE 	<ul style="list-style-type: none"> Genre Assessment SA Spelling Test GO Maths Diagnostic 	<ul style="list-style-type: none"> PAT Maths PROBE 	<ul style="list-style-type: none"> Genre Assessment SA Spelling Test GO Maths Diagnostic
Years 3,5,7		<ul style="list-style-type: none"> 3, 5, 7 Testing 		
Years 4, 6		<ul style="list-style-type: none"> QCAT 4 weeks before and after Easter break		

Assessment records will be collated and will be available to teaching staff on the curriculum drive. This will ensure teachers have access to data that will facilitate the planning process.

REPORTING

Reporting at Slacks Creek State School

Reporting is the communication of information on the results of assessment of student achievement to a variety of audiences in a variety of styles for an array of purposes.

Purposes

- To recognise, acknowledge and give credit for what students have achieved and experienced
- To contribute to students' personal development and progress
- To assist schools and the system in identifying the potential of their students and identifying how well the curriculum, pedagogy and assessment enable students to develop academic and social skills
- To assist the students and their parents/carers to determine future educational and employment pathways
- To account for the achievement of the school to the public and to the system
- To provide opportunities for teachers and administrators to talk about individuals' and groups' progress and about possible interventions and curricular approaches.

Parents will receive a report card in semester 1 and semester 2. Report cards use the standard Education Queensland template (QCAR) which can be viewed by staff on the curriculum drive. Data showing distribution of grades as displayed on report cards is collated each semester and stored on the curriculum drive.

Parents have the opportunity to meet with class teachers in term 1 at an information session. Parent – Teacher Interviews will take place in term 2 and term 4. Regular communication between home and school regarding student's progress is encouraged.

REVIEW

Review

Review of core learnings, teaching strategies, assessment and reporting processes at our school will take place each semester.

In 2008, a process for reviewing pedagogical practice will be implemented. This will see teaching staff and administration taking on the role of mentor and providing feedback to colleagues in a manner that supports the improvement of pedagogy within the classrooms, especially in the areas of literacy and numeracy.

An induction programme for new teachers is in place at our school. The programme ensures that current features of our school culture are reflected upon annually. This is a set programme that recognises the diverse and ongoing needs of staff entering and returning to our school after extended absences. More details regarding content of the programme can be found in the Slacks Creek State School Induction Plan 2008-2010.

As part of our commitment to Philosophy in Schools, we engage in communities of inquiry at least once a term as part of our review process.

The need to continually reflect upon our environment, espoused values and tacit assumptions is a priority and processes are being developed to cater effectively for such reflection.