



LIHIR INTERNATIONAL PRIMARY SCHOOL

Curriculum Framework

At Lihir International Primary School (LIPS) the Curriculum planning process for Prep – Year 8 is guided by the systemic requirements of the Queensland Curriculum and Assessment Authority (QCAA) and utilises the Australian Curriculum for English, Mathematics, Science, HASS, HPE, The Arts and Technology. The Kindy Curriculum is based on the Queensland Kindergarten Learning Guidelines as part of the National Quality Framework for early childhood education and care.

It is our goal at LIPS is that we maximize the learning and development of all students, as is outlined in our team charter:

We as a staff will work together, in partnership with students and parents to develop successful, lifelong, independent learners.

The following document outlines the expectations for planning, pedagogy, differentiation, assessment and reporting at Lihir International Primary School.

All required plans, examples and templates that do not appear in this document are available in:
[W Drive, Lihir International School, Administration, 2018](#)

Planning

At LIPS the majority of classes are a composite of two year levels; therefore, in some learning areas teachers follow a two year program, usually for English, HASS, Science and HPE. The two-year program guides are available on W drive in the Curriculum folder.

Our school LOTE program is Tok Pisin and this is taught for one hour per week by the PNG National Assistant Teachers. Students also access a half hour library lesson each week and this provides class teachers with an additional thirty minutes of Non Instructional Time.

Planning is specific to each of the learning areas and teachers are to complete year level plans and unit plans using the school's agreed common templates. These plans are submitted to the principal. Weekly or daily planning is to be completed in individual teacher's preferred format and is not submitted.

YEAR LEVEL PLANS

- Use common template (available on W drive)
- Each class teacher to develop a year plan for each learning area at the start of the year
- Use 2 colours for composite classes **OR** do year level plans for each level
- Teachers need to complete year level plans for English, Maths, HASS, Technology, The Arts and HPE identifying how content is to be covered throughout the year
- Science – Year overviews available on W drive
- PE - completed by specialist teacher
- All year level plans to be submitted electronically to principal

UNIT PLANS

- Use common template (available on W drive)
- Each class teacher to develop a unit plan for each unit of work, including afternoon rotation learning areas which detail
 - the key teaching focus
 - teaching and learning strategies/weekly sequence
 - outline of assessment tasks
 - adjustments for individual and/or small-group learning, including support and extension activities
- All unit plans to be submitted electronically to principal

WEEKLY PLANS

- To be completed weekly in any format preferred
- To be shared with and discussed with Assistant Teacher /Teacher Aide
- Not required to be submitted

LEARNING AREA EXPECTATIONS

English

Class teachers are responsible for developing work programs/unit plans that incorporate both the **unit focus** and **core English skill development**. Each term teachers should plan:

- **The English unit/units** (from the LIPS two-year plan), ensuring that the Australian Curriculum content being focussed on is planned for and explicitly taught with appropriate assessment.
- **English skills** will be taught in line with the three interrelated Australian Curriculum English strands of Language, Literature and Literacy. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years and teachers will revisit, strengthen and develop these as needed.
- It is important that across a semester there is a balance within the English units to enable students to demonstrate their knowledge and skills across the **receptive modes** (listening, reading and viewing) and the **productive modes** (speaking, writing and creating). Core English skills programming should be incorporated into term planning.

Appendix 1 outlines teaching expectations for English in greater detail and also lists the LIPS policies for bookwork and homework.

Maths

Class teachers are responsible for developing work programs/units that integrate the proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** across the three content strands: **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. The proficiencies reinforce the significance of working mathematically with the content and describe how the content is explored or developed. They provide the language to build on the developmental aspects of the learning of mathematics.

At LIPS it is expected that teachers revise and consolidate core Mathematical skills to enable students to develop automaticity to enable quick and accurate recall. Teachers are to explicitly teach problem-solving strategies using the **SEE, PLAN, DO, CHECK** process.

Science

Teachers are responsible for developing units of work that interrelate the three strands of **Science Understanding, Science Inquiry Skills and Science as a Human Endeavour**. Suggested year level plans are included in the LIPS Science Program although teachers may change the order in which they teach content across a year.

The **Science Inquiry Skills** and **Science as a Human Endeavour** strands are described across a two year band so teachers must refer to the outline in the Achievement Standard to assist their planning and teaching.

The LIPS Science Program (on W Drive) gives further detail about teaching Science and the Appendices in the program list suggested formats for writing scientific experiment reports and identifying the elements of a fair test using the mnemonic **Cows Moo Softly (What will we change? What will we measure? What will stay the same?)**.

Science is taught with Prep to Year 4 having one hour per week, Years 5 to 6 having two hours per week and Years 7 and 8 having two and a half hours per week.

Humanities and Social Science (HASS)

Depending on class groupings, teaching of HASS may be implemented in a two year cycle. The amount of time given to the sub strands **History, Geography, Civics and Citizenship, and Business and Economics** will vary across the year levels with more time dedicated to these learning areas in the upper year levels.

For these sub-strands teachers are to refer to the relevant Australian Curriculum documents when and the LIPS two year plan when planning. HASS involves two strands: **Inquiry and Skills, and Knowledge and Understanding**. These strands are interrelated and must be taught in an integrated way. In Tok Pisin, teachers are expected relate the HASS content to PNG and our local content.

Other learning areas incorporated across each semester:

Within the two year cycle the other components of The Arts, Technology and the Health and Personal Development components of HPE are also implemented. Teachers are to refer to the Australian Curriculum and QCCA when developing their planning and assessment.

Other learning areas incorporated in afternoon rotations:

Music and PE (the Physical Activity component) are organised, planned and implemented by specialist teachers. The areas Teachers are to refer to the Australian Curriculum and QCCA to assist their planning and assessment.

Other routines:

On Monday – Thursdays, students gather at the start of each day for a short morning welcome with the sharing of any news or events.

This is followed by morning fitness activities where the school (Prep – Year 8) participates in a variety of activities across the week, led by teachers. Each term a roster is coordinated by the HPE teacher.

On Friday morning there is a more formal Assembly which is attended by parents and at times other members of the community. Classes prepare short items to share at Assembly with a roster being organised by the Principal. The Principal also gives out ‘Principal Awards’ to a student from each class in recognition of their achievement for academic, social or behavioural achievement.

VIP – THE SCHOOL’S BEHAVIOUR ETHOS

Value, Include and Participate are the three words that will help people in this school act appropriately. They are three words to use, think about and include in dealings with staff, students and all aspects of the school community, even the school environment.

VIP is about effective communication.

You Can Do it!

The School also implements the YCDI! Program across all year levels. The five ‘Keys to Success’ being Confidence, Persistence, Organisation, Getting Along and Resilience and the associated Habits of the Mind directly relate to the Lihir International Primary School Improvement Plan Strategic Direction 1 that includes the point – *Learning environment will cater for students’ social, emotional and academic needs.*

Lihir International Primary School Classroom Givens

1. Classroom Display

- Appropriate skills and theme related posters
- You Can Do It! Positive psychology program
- VIP Behaviour Expectations
- Classroom rules on display
- Handwriting support cues
- Student work on display
- Soundwaves posters or use of Soundwaves cards in the upper grades

2. Classroom Tone

- Appropriate working noise level
- Classroom is orderly, effectively set up and teacher managed
- Students familiar with routines
- Seating structure maximizes learning
- A positive, engaged, safe and comfortable environment

3. Bookwork

- Student bookwork set out to school standards
- Handwriting is according to school standards
- Appropriate correction of student work and feedback provided

4. Standard of Uniform

- Correct uniform (shirts, shorts, shoes and hats)
- Students neat and tidy

5. Movement

- Orderly movement to and from classes and within classrooms

The LIPS bookwork policy and homework policy are included with Appendix 1

Differentiation

Differentiated instruction is providing instruction in a variety of ways to meet the needs of a variety of learners.

We understand that:

- A differentiated classroom is proactive
- Differentiated instruction is more qualitative than quantitative
- Differentiated instruction provides multiple approaches to content, process and product.
- Differentiated instruction is student centred.
- Differentiated instruction is a blend of whole-class, group, and individual instruction.

Adapted from How to Differentiate Instruction in Mixed-Ability Classrooms – Tomlinson, 2001

Differentiation for learning is concerned with:

- Content – the curriculum the students access and how they access it
- Process – how teachers sequence the learning and the ways in which students learn
- Product – how students demonstrate what they have learned
- Learning environment – how learning is structured

See - [Education Queensland Differentiation Placemat](#) in Appendix 3.

At LIPS we realise the importance of differentiating in order to best meet the needs of our students.

Teachers will use the One Plan or Differentiation Cone template to develop Short Term Learning Plans for students with specific learning needs and, when appropriate, these plans will be discussed with parents.

One Plan planning is guided by SMARTA goals:

- **S**pecific – what, why, how to do
- **M**easurable – primary and short goals
- **A**ttainable – ways to make come true
- **R**ealistic – doable
- **T**imely – set a time frame
- **A**greed – teacher, student, family

The One Plan template is available in [W Drive, Lihir International School, Administration, 2018, Learner Support](#)

The LIPS Differentiated Cone, which may be of assistance when planning differentiated learning for your class, is also available in [W Drive, Lihir International School, 2018, Administration, Learner Support](#)

Please see **Appendix 3** for further information about differentiation and strategies to support differentiation within the classroom. A copy of the differentiation placement is also in the appendix.

Assessment and Reporting

At LIPS assessment is an integral component of the planning and teaching process and is documented within our planning process. It is the purposeful collection of evidence about students' achievements. An awareness of what learning is assessed and how it is assessed helps students and parents develop an understanding of what is valued and targeted areas for improvement.

Appendix 4 lists the *Principles of Assessment* as listed on the QCCA website. For further reading and information about [Standards and assessment in Prep to Year 10, including suggested categories, techniques and conditions](#), please access the document [Standards and assessment in Prep to Year 10 – Advice on implementing the Australian Curriculum](#) on either the QCCA website or on W Drive.

Purpose of standards-based assessment

Assessment tasks are implemented to collect meaningful evidence of student learning according to the identified curriculum intent. At LIPS we use the A – E five point scale from Years Prep to 8 when making judgements about student achievement.

Students will receive ongoing written and verbal feedback from their teachers.

Over a reporting period (term or semester) teachers collect a folio of student responses to assessment for each learning area.

This folio is then used to make an overall on-balance judgment about a student's achievement in that learning area. QCCA have developed standards elaborations in the Australian Curriculum learning areas to assist teachers with reaching an overall achievement in readiness for reporting. These are available on the QCCA website.

A variety of assessment instruments are used to gather data e.g. checklists, reading analysis records, tests, journals, interviews, anecdotal records etc, incorporating the four techniques of assessment (observation, consultation, focused analysis and self/peer assessment).

NAPLAN – Students in Years 3, 5 and 7 participate in the NAPLAN Literacy and Numeracy tests in May. All class teachers are to prepare students so they are familiar with testing styles and procedures.

School Wide Standardised Assessment

At LIPS we collect standardised data using the Progressive Achievement Tests (PAT tests) and the Waddington Literacy Tests. This data, along with NAPLAN data, will help to determine current understanding and 'distance travelled' for individual students.

This data is available on W drive in the Assessments folder. (Most recent data is readily available W Drive PAT Results)

Data collection will occur for year one to year eight students in week five of term one and week four of term four.

Data collection and analysis follows the principles of Assessment for Learning to ensure that teachers have accurate and up to date student learning information to support planning for the next stage of learning.

DOCUMENTATION - Student record folios and Portfolios

Class Teachers are responsible for maintaining up-to-date records on their students. Students have a **Student Record Folder** and a **Student Portfolio**.

The Student Record Folder is used to collate relevant information and reporting documents about each student. If a student leaves, the file is to be updated and given to the Principal for archiving. Please see the following as to what needs to be included or recorded:

STUDENT RECORD FOLDERS

Format: A folder for each student. (Some teachers will keep an electronic folder as a personal preference)

Location: Kept confidentially in classroom for easy access by teachers.

Updated: According to individual preference but at least each term

Cover: A table will be attached to the cover of the folder where in-school testing records and semester absences are to be written in.

Content

- In-school test results such as PAT R, PAT M, Running Records/PM Reading levels benchmarking data
- Copy of written reports
- NAPLAN reports
- Samples of written work (annotated and dated)
- Anything else relevant

Storage

Records to be kept in folders for 3 years after which they may be removed and transferred to the school archives.

Portfolios

Portfolio Folders may go home to parents at the end of each year.

Also stored on W Drive

- Reports
- Waddington's results
- PAT test results
- NAPLAN results

ALL FILES TO GO TO THE STAFF ROOM FOR REDISTRIBUTION – LAST WEEK EACH YEAR

The Student Portfolio is a collection of work completed by the student that goes home to parents prior to Parent/Teacher Interviews in Terms 1 and 3. The purpose of the portfolio is so parents can see the type of work being completed by their child and gain an understanding of how their child is achieving.

PORTFOLIOS Guidelines

- Predominantly an assessment folder. Include assessments/assessment tasks etc
- Distributed week eight in term 1 and term 3
- Aim for uniformity but build in flexibility for different levels
- Used as a reporting tool and as a basis for parent teacher interview discussions
- Must be informative not necessarily pretty
- To be sectioned according to Learning Area headings
- To show links from Australian Curriculum and, where appropriate, the QCAA standard descriptors
- At least 3 assessments each issue for Maths for Yrs 1 to 8.
- At least 3 assessments per semester for English for Yrs 1 to 8.
- At least 1 for HASS and Science per issue.
- Must be marked, graded and/or annotated. Grades to reflect the success of that assessment task and be relevant to that time of the year
- Can be graded using A-E or 'Working towards', 'Working at', 'Working Beyond', depending on the task.
- Use of rubrics valuable but not essential.
- 1 page from each rotation to show blurb from overviews, any photos or assessment tasks as relevant assessment or comment on participation in rotation activities is encouraged.
- IT skills not a standalone subject – could be included in assessments on other KLAs
- Kindy/Prep to use different terminology for grading based on Early Years Guidelines and Kindy Learning Guide
- Semester 2 material to follow on from semester 1 material
- Send home all material and the folder at end of year.

STUDENT-LED CONFERENCES

- Student-led conferences are held in week six of terms 2 and 4
- Students share with their parents some of their work they have been learning
- Teachers are not involved in the process, however, prior to the student-led conference evening teachers will support students to plan what they will share in their conference.

REPORTING

- Written Reports are provided to inform parents and students of their child's progress, with regards to learning area achievements, at the end of terms 2 and 4
- These reports provide a summary of student progress against clear achievement expectations and standards
- Parent/Teacher interviews are conducted toward the end of terms 1 and 3; however, teachers should contact parents at any time with any concerns that they may have with a student's learning.

NAPLAN reports are distributed in Term 4 following their arrival in Lihir. These reports are photocopied with the photocopy being put in the student's file and the original being sent home to parents.

LIPS Teaching Agreements

English and Maths

ENGLISH (from the LIPS English Program)

Time Allocation

At LIPS teachers implement 5 x 1.5hr English blocks and 5 x 15min silent reading sessions per week from Year P – 6, and four and a half hours for Year 7 and 8.

English Unit Programs

Teachers are to develop English Unit Plans as per the English Unit Overview and Year Level Plans. In the classroom these unit plans are to be taught in conjunction with the core skills teaching of English e.g. Spelling, Oral language, Reading, Writing, Handwriting and Grammar and teachers need to plan accordingly to ensure their program is appropriately balanced. Teachers in the lower school will have a greater focus on the development of core skills, particularly in reading and writing. Unit plans should reflect the planning of the English unit and should also outline the teaching of core skills within weekly planning.

Staff Team Agreements

- NAPLAN and PAT Spelling, Waddington's Spelling and Reading data will be used by teachers to plan for class, group & individual student learning.
- Learning teams will work together to plan, assess and moderate when possible.
- Leadership will organise outstanding professional development opportunities in line with the School Improvement Plan
- A budget line will be established to support access to high quality professional development in Australia during July each year and this PD will be facilitated during a designated professional development week

The Teaching of Reading

Early childhood classrooms are rich with instructional possibilities that can promote a love of reading. **Effective reading instruction in Years P–3** should balance and blend the teaching of strategies, interactions around literary and non-literary texts, and writing. From the earliest stages, the teaching of reading should focus on skilled reading — a combination of higher-order processes (comprehension) and lower-order processes (decoding). The teaching focus will change as texts are read and re-read over time.

A balanced reading program should include:

- explicit teaching about decoding and comprehension
- guided practice
- independent exploration and practice of what has been taught
- talking about texts

In the early years, teaching reading involves developing students':

- phonemic awareness (Prep and Year 1)
- print awareness (Prep)
- phonic knowledge
- fluency in decoding — accurate and automatic decoding
- vocabulary
- grammatical knowledge at word, sentence and text levels
- reading comprehension strategies
- textual knowledge (print, visual, multimodal, electronic)

In **Years 4–7**, teachers should continue to structure learning experiences so that students acquire or refine prerequisite knowledge about purpose, text, audience and language before reading a new text. Prior knowledge of the topic and fluency in decoding frees working memory to connect new and known information, make inferences, and engage with texts at a deeper level. Teachers should design learning experiences that include authentic purposes for reading. Students should be taught to be strategic readers who operate in the **four roles of the reader — code breaker, meaning maker, text user and text analyst** — as they successfully read and view for learning and pleasure. Teachers are to use **the 3-level guide** or the **QAR** strategy to scaffold and support the teaching of literal, inferential and applied/evaluative comprehension skills.

By **Years 4–5** most students have achieved fluency in decoding. Explicit reading instruction in the middle years aims to develop and consolidate a repertoire of strategies that lead to fluency in comprehension of increasingly complex narrative, informational and persuasive texts. These include strategies for:

- analysing reading tasks, considering approaches to performing different tasks, and choosing among alternative actions to reach reading goals according to purpose and text type
- constructing, monitoring and evaluating meaning, and repairing comprehension breakdowns
- developing inferential and critical comprehension

In **Years 6–7** teachers should continue to extend students' knowledge about familiar text types through discussion and analysis of more sophisticated examples of familiar text types. Examples of texts chosen for reading instruction would include:

- narratives that construct well-developed characters and include variation in plot development and narrative voice
- explanations in which technical vocabulary is chosen to represent concepts and processes
- literary narratives that evoke mental images
- procedures written for different audiences
- advertisements that target specific audiences
- expositions with strong bias or points of view
- literary and non-literary texts in which an author attempts to persuade readers to accept particular beliefs, viewpoints and actions
- complex multimodal texts in familiar and unfamiliar contexts

Teaching Comprehension

The **three-level guide** is a comprehension strategy that helps students to fully understand a text and teachers are expected to implement this strategy within their reading program as appropriate to their year level. The three levels — literal, interpretive and applied — guide the reader to focus on the information in the text and to develop an informed opinion on the issues explored. Students learn to draw on their background knowledge and apply information from the text.

The teacher creates a guide to reading at the three levels (literal, interpretive and applied) by writing a series of statements about the text. These statements help students find information in the text, interpret what the author means and then apply this information to other contexts. The statements are at three levels:

- Level one (literal) — the student reads the words to work out what the writer is saying; the answer is right there in the text.
- Level two (interpretive) — the student reads 'between the lines' and infers what the writer means.
- Level three (applied or evaluative) — the student reads beyond the lines and relates the knowledge to other contexts and their own experiences.

Please refer to the QCCA Teaching Reading and Viewing Guides for further information about the teaching of reading:

- [***Teaching Reading and Viewing Guide Years P-3***](#)
- [***Teaching Reading and Viewing Guide Years 4-7***](#)

Other resources are also available in the English folder on W-drive.

Expectations for LIPS teachers:

- Reading is to be explicitly taught at all levels – decoding of text; interpreting and comprehension skills.
- Teachers are to refer to the Australian Curriculum for explicit planning and assessment guidelines.

- Teachers are to refer to the P-9 Literacy Indicators to support their planning and guide their expectations as to appropriate activities and areas of focus.
- Reading programs are to be balanced and must include all components (modelled, guided, shared and independent reading practices).
- Teachers are to incorporate a range of reading materials and authors.
- Reading is to be a core part of homework at all levels and this is to be monitored by the class teacher.

Kindy

- Teachers are to make formal anecdote/observations on students' reading behaviours.

Prep – Year 1

- Students' reading levels to be monitored for decoding accuracy, fluency and comprehension using the PM Reading Benchmark Kit twice per term.
- Both class teachers and assistant teachers are to listen to individual students read daily and make formal anecdote/observations.
- Guided reading lessons and comprehension activities are to occur daily.
- Implementation of a formal home reading program, including monitoring and record keeping.
- MIOOW word activities are to be regularly implemented into the English block and teachers are to regularly test word recognition.

Year 2 – Year 3

- Students' reading levels to be monitored for decoding accuracy, fluency and comprehension using the PM Reading Benchmark Kit a minimum of twice per term.
- Both class teachers and assistant teachers are to listen to individual students read a minimum of four times a week and make daily observations.
- MIOOW word activities are implemented and tested where required as per students' needs.
- Guided reading lessons and comprehension activities are to occur daily.
- Implementation of a formal home reading program, including monitoring and record keeping.
- Explicit teaching of comprehension strategies and exposure to multiple choice questions in readiness for NAPLAN for Year 2 students.
- Focussed teaching of comprehension for Year 3 students in the NAPLAN style.
- Independent consolidation of comprehension using the SRA reading cards.

Year 4 – Year 5

- Students' reading levels to be monitored using the PM Reading Benchmark Kit or the PROBE reading assessment twice a term.
- Teachers (including assistant teachers) aim to listen to individual students read a minimum of three times a week with anecdote/observations.
- Guided reading lessons to occur at least four days a week with a focus on vocabulary development, reading comprehension and understanding.
- Implementation of a formal home reading program, including monitoring and record keeping.
- Explicit teaching of comprehension strategies – focus on developing literal, inferential and critical comprehension.
- Independent consolidation of comprehension using the SRA reading and comprehension cards.

Year 6 – Year 7

- Students' reading levels to be monitored using the PROBE reading assessment twice a term.
- Teachers (including assistant teachers) to listen to individual students read a minimum of once a week with anecdotes/observations.
- Guided reading lessons to occur at least three days a week with the focus on vocabulary development and the explicit teaching of literal, inferential and critical comprehension strategies.
- Monitoring of home reading activities.
- Independent consolidation of comprehension using the SRA reading and comprehension cards.

The Teaching of Writing

We believe that the teaching of writing involves explicit opportunities for students to:

- build field knowledge,
- deconstruct texts,
- collaboratively construct and edit texts (joint construction)
- independently plan, write, proofread and publish a range of texts

When planning for teaching writing in English teachers are to consider the teaching and learning cycle and begin with 'the end in mind'. (EQ Roadmap Teaching English). That is, by starting with the text that students will construct and working back through the cycle. Teachers should use the following process when planning the teaching of writing:

- 1. Determine what students will create** considering Australian Curriculum content and skills, literacy indicators, purpose and audience.
- 2. Write an exemplar.**
- 3. Analyse the exemplar** identifying the salient language features.
- 4. Identify opportunities for assessment** e.g. analysing students' writing.
- 5. Plan a sequence of lessons** providing opportunities for students to build field knowledge, deconstruct and construct.
- 6. Choose strategies** considering teaching and learning cycle, purpose, text and students' needs and interests. Students need to know the expectations of the writing task and receive feedback on their writing to enable them to reflect on how they can improve their writing.

Expectations for LIPS teachers:

- Writing programs are to be balanced and must include all components (modelled, guided, shared and independent writing practices).
- Teachers are to incorporate a range of text types for explicit and minor focus within their English program and throughout other Learning Areas where appropriate.
- Teachers are to refer to the Australian Curriculum: English for explicit planning and assessment guidelines.
- Teachers from Years 2 – 8 are to explicitly teach editing and proofreading strategies.

Kindy

- Teachers are to make formal anecdote/observations on students' writing behaviours.

Prep – Year 1

- Explicit teaching of initial writing strategies and focussed discussion and teaching of text types (as per developmentally appropriate).

Year 2 – Year 4

- Minimum of four text types for explicit teaching focus per semester and minor focus on familiar texts.

Year 5 – Year 8

- Minimum of three text types for explicit teaching focus per semester and minor focus on a range of texts.

Please refer to the QCAA Teaching Writing Guides for further information about the teaching of writing:

- [*Teaching Writing Guide Years P-3*](#)
- [*Teaching Writing Guide Years 4-7*](#)

Other resources are also available in the English folder on W-drive.

The Teaching of Speaking and Listening

The ability to speak and listen effectively is important for success in learning. How a person speaks and listens depends on:

- **the purpose** – why they are speaking and listening e.g. to entertain or be entertained, to share or find out information
- **the audience** – who is involved as a speaker or a listener e.g. a formal presentation to a known/unknown audience or friends sharing information
- **the context** – the situation

Students need to clearly identify the purpose for speaking and listening in a particular situation – for example, so they can find out how to do an activity or persuade someone to give them a turn in a game. They also need to feel positive about speaking and listening in different situations, for different purposes and to different audiences; and taking risks ('having a go') in a supportive environment.

To create a spoken text, students need to:

- work out the purpose and context for speaking and listening
- use their prior knowledge e.g. previous conversations, knowledge of the topic
- know that spoken language is different to written language
- use, organise and select words, and sequence and link ideas, to make meanings clear to others
- control and change the volume, pace and pitch of their voice e.g. to add interest, humour or emphasis
- use body language, facial expressions, gestures and visuals to support, add to and clarify meaning. e.g. a flow chart or a demonstration using objects

To listen to and comprehend spoken texts, students need to:

- work out the purpose and context for listening
- use their prior knowledge e.g. previous conversations, knowledge of the topic
- show interest and attend to spoken words, voice tone, body language, facial expressions, gestures and visuals
- identify the main ideas and important details or information
- actively engage with the speaker by responding in appropriate ways, asking questions, and focusing on the main ideas shared
- join in discussions and conversations in different situations e.g. how to take turns and/or interrupt politely
- check their understandings, summarise key points and reflect on what has been said and heard

Helping students to speak and listen

To help students to speak and listen effectively:

- make clear to students the speaking and listening behaviours required in different formal and informal situations
- model and talk out loud about the choices you make as a speaker or listener in different situations
- identify your purpose for listening or speaking, and how the context may affect how you speak or listen
- discuss why and how you use particular body language, facial expressions, gestures or visuals in different situation
- discuss what you do as a listener to make sense of an idea e.g. remember a personal experience, listen for the main idea

Prompt students to:

- stop and think before speaking in informal situations (i.e. to organise ideas, choose words and decide how to use their voice and body)
- plan strategies or choose a focus for listening in different situations e.g. What is required when listening to someone presenting information? What will I listen for or think about when my partner reads their poem to me/when I participate in a group discussion?
- plan, practise, and review the practice session before presenting or speaking in a more formal situation e.g. create and view an audio-visual recording and discuss ways to add interest or make meanings clearer
- review how effectively they listened e.g. How well did I focus on the main ideas? How did I avoid distractions? What did I learn by watching the person's body and face?
- present and then reflect on their learning e.g. review a recording, seek feedback from a supportive person

Actively encourage students to play with language (verbal and non-verbal) and ways to express ideas in different situations:

- try different ways to direct a friend to find a favourite book/song/website

- use different voices or vary volume/pace/pitch as they recite a poem
- use different words to recount an experience and get feedback
- read poems with speaking parts/short plays out loud
- change questions or voice tone when conducting an interview and reflect on how the content of the interview changed
- experiment with ways to take on roles or stay in character e.g. role-play a situation, act out a story, hold a conversation using puppets, change how they ask for help to persuade, command, or appeal to the listener's emotions

Provide scaffolds to help students focus on ways to speak and listen effectively. e.g. graphic organizers/planning sheets, a checklist or rubric

Give students feedback on their speaking and listening skills and have them identify strengths, weaknesses and strategies to improve their skills

It is essential that students develop a wide range of oral and listening skills and the necessary strategies to apply these skills within a variety of contexts.

Expectations for LIPS teachers:

- Speaking and listening skills are to be explicitly taught, assessed and monitored and are a core component of all year level English programs.
- Teachers are to refer to the Australian Curriculum for explicit planning and assessment guidelines.
- Speaking and listening activities are to develop the skills of all students; support programs to assist at-risk/ESL students run in conjunction with class programs and should be developed with either the Speech Pathologist or Learning Support teacher.

Kindy

- In the Early Years English programs, Speaking and Listening activities must be explicitly planned for and formalised in programming, with identified term goals and weekly focus activities. This must be clearly identified in weekly planning.
- Teachers are to collect student speaking samples at least once per term using digital recordings/scribed anecdotes. These are to be annotated with an accompanying checklist (Appendix K).
- Teachers are to make formal anecdote/observations on students' speaking/listening behaviours.

Prep/Year 1/Year 2

- In the Early Years English programs, Speaking and Listening activities must be explicitly planned for and formalised in programming, with identified term goals and weekly focus activities. This must be clearly identified in weekly planning.
- Teachers are to collect student speaking samples at least once per term using digital recordings/scribed anecdotes. These are to be annotated with an accompanying checklist (Appendix K).
- Development of class '*What makes a good speaker? What makes a good listener?*' posters.

Year 3/Year 4

- One English unit per semester to focus on the development of speaking and listening skills as well as everyday classroom practices.
- One other formal/planned speaking task per semester (relating to either homework or theme work).
- Teachers are to use a checklist/guide to making judgments to gather data/make a judgement.
- Students to be given feedback and be given opportunities to identify strengths/weaknesses/steps they can take to improve as speakers and listeners.

Year 5/ Year 6/ Year 7/ Year 8

- One English unit per semester to focus on the development of speaking and listening skills as well as everyday classroom practices.
- One other formal/planned speaking task per semester (relating to either homework or theme work).
- Teachers are to use a checklist/guide to making judgments to gather data/make a judgement.
- Students to be given feedback and be given opportunities to identify strengths/weaknesses/steps they can take to improve as speakers and listeners.

The Teaching of Spelling

To develop as independent spellers, students need to learn how the orthographic (spelling) system works so that they can readily spell words they have never seen before.

The orthographic system is regular and predictable. It codes information about words, particularly:

- sound
- functions, e.g. plural, tense, affixes
- meaning
- history

The development of spelling knowledge parallels the nature of the spelling system itself, and begins with the simplest alphabetic level. Over several years, the knowledge expands to include the function and meaning levels. Therefore, students need to learn about the abstract and progressive nature of the orthographic system in a systematic and staged way.

Spelling knowledge relates to word knowledge in reading. In both word recognition and spelling, students use the same orthographic information to make meaning. However, they use it differently, e.g. encoding and decoding.

Students will need to be explicitly taught four kinds of knowledge in order to become independent spellers:

Phonological - An understanding of the relationship between sounds and the letters that represent them; and the way letters can be grouped to make different sounds, including:

- units of sound that exist within words (e.g. syllables, onset, rime)
- ways sounds are represented in a word (e.g. 'aw', 'or' concepts)
- about the structure of words (individual phonemes and the ability to blend phonemes into words)

Visual – recognition of the visual features of a word, including:

- how letters are combined
- visual appearance of letters
- patterns evident in written words

Morphemic - Components or units of words, such as affixes and root words, which provide a shared understanding of:

- how words are spelt (spelling patterns)
- word meanings and functions (e.g. tense, singular/plural)
- the pronunciation of words

Etymological - knowledge of:

- word origins (e.g. Greek and Latin roots)
- the historical development of word meanings

Expectations for LIPS teachers:

At LIPS we use the **Soundwaves** program from Prep – Year 6. This program is based on a phonemic approach for the teaching of spelling and also includes focus on all aspects of the spelling knowledge. All teachers must explicitly teach spelling using this program. This program has a teacher guide, student workbooks, phoneme and grapheme charts and games to support implementation. Teachers must give students opportunities to develop spelling skills and strategies applicable to a range of commonly used testing procedures.

The Teaching of Grammar

Grammar is a way of describing how the structure of our language works to create meaning within texts. Grammar should not be viewed as an end in itself, but rather as a means of improving students' ability to use language more effectively, and to be able to evaluate texts, including their own.

The Australian Curriculum content, the Scope and Sequence Charts and the QCCA Literacy Indicators outline the grammatical concepts and terms students may be expected to:

- recognise and understand as they read and listen to language within written and spoken texts
- use in their own written and spoken texts
- discuss key grammatical terms and purpose, using an appropriate grammar metalanguage

Expectations for LIPS teachers:

As a staff we have created year level grammar overviews based on the Australian Curriculum, the Australian Curriculum Scope and Sequence charts and the QCCA Literacy Indicators to assist teachers with their planning for the teaching of grammar. These are in the English folder in Curriculum on W drive.

Teachers are to review the year level plan at the start of the year and adjust accordingly to the needs of their students and with their units of English work.

Much of grammar is taught through the teaching of texts and how they are constructed. However in many instances there may be a need for a specific grammar focus that sits outside of the current texts being studied.

Grammar and Punctuation activities are to be a core component of all year level English programs and must be explicitly taught. Teachers must give students opportunities to develop grammar and punctuation skills and strategies applicable to a range of commonly used testing procedures.

The Teaching of Handwriting

Year levels from 1 – 6 have a student text (Queensland Targeting Handwriting) to support the explicit teaching of handwriting. The teaching of handwriting is an essential part of the writing curriculum as to be competent writers, students' handwriting needs to be fluent and legible.

In the Early Years regular practice, three to four times a week, in fine motor skills and in letter formation will ensure the development of good handwriting habits. Students begin with the Queensland Beginner's Alphabet and progress to Queensland Modern Cursive.

In the Middle/Upper years, students continue to consolidate their handwriting and develop their speed and fluency. It is expected that students will participate in handwriting activities two to three times a week. Teacher Resource Books (Queensland Targeting Handwriting) are available to support the teaching of handwriting.

English Learner Achievement Targets:

NAPLAN - Increase the number of students who attain NAPLAN scores in the higher achievement bands of each learning area:

Year 3 – bands 5 and 6

Year 5 – Bands 7 and 8

Year 7 – Bands 8 and 9

(All students in year 3, 5 and 7 will achieve above Australian National Minimum Standard in all areas of NAPLAN Literacy)

ACER PAT Testing - Reading Comprehension scores of equal to or higher than:

Year 3	Year 4	Year 5	Year 6	Year 7
100	110	115	120	124

Running Records

- Year one students will achieve an average Running Records level of 18 or above by week five term four
- Year two students will achieve an average Running Records level of 23 or above by week five term four

Student Support - Students identified as requiring early intervention in Literacy will make progress in line with their One Plan Goals and this progress will be benchmarked in line with assessment tools including, but not limited to, Waddington Spelling and reading, ACER PAT.

Maths

Maths will be taught, assessed and reported to parents/caregivers in line with the Australian Curriculum.

Maths will be taught for the minimum 300 minutes per week.

Prep to year 8 will focus on pedagogy in all Australian Curriculum Maths strands (Fluency, Understanding, Problem Solving, Reasoning) paying special attention to development of teaching & learning in Problem Solving.

Learning opportunities will be provided, wherever possible, for students to learn about Maths through use of “concrete” learning materials.

Teachers will use Polya’s **SEE, PLAN, DO, CHECK** to maximise the impact of questioning and feedback that moves learners forward and develops improved *Maths Thinking Skills*.

Staff team Agreements

- NAPLAN and PAT Maths data will be used by teachers to plan for class, group & individual student learning
- Plan, Assess and Moderate in learning teams when possible
- Leadership will organise outstanding professional development opportunities in line with the Annual Improvement Plan
- A budget line will be established to support access to high quality professional development in Australia during July each year and this PD will be facilitated during a designated professional development week

Maths Learner Achievement Targets:

NAPLAN - Increase the number of students who attain NAPLAN scores in the higher achievement bands of each learning area:

Year 3 – bands 5 and 6

Year 5 – Bands 7 and 8

Year 7 – Bands 8 and 9

(All students in year 3, 5 and 7 will achieve above Australian National Minimum Standard in NAPLAN Numeracy)

ACER PAT Testing – Maths Test scores of equal to or higher than:

Year 3	Year 4	Year 5	Year 6	Year 7
110	115	120	124	125

Student Support - Students identified as requiring early intervention in Maths will make progress in line with their One Plan Goals and this progress will be benchmarked in line with assessment tools including, but not limited to ACER PAT Maths and ACER I Can Do Maths.

Appendix 1. BOOKWORK POLICY

The following is a guide to LIPS expectations of student bookwork.

It is encouraged that staff try to be consistent but acknowledged that this may vary where there is a need e.g. composite classes

	P/1	2/3	4/5	6/7
Pencils	Thick triangular Sharp Replaced when less than half size. Spare always at the ready	Long, sharp	Long, sharp	Looking for good comfortable grip
Biros	No	No	transitioning	Yes but not for Maths or draft writing Red pen for margins, underlining and marking
Marker pens	Only for outlining	Special work, Art	As needed	As appropriate
Pencil cases	Not needed, tubs on table	Not needed	Not provided but not a problem	Not provided but not a problem
Line sizing	24 mm moving to 18mm	Yr 2: 18mm Yr 3: 14 mm	14mm moving to 8mm	8mm lined books
Date	On all pages Use a stamp	On all pages	On all pages	On all pages
Margin	No	Yes	Yes	25mm
Heading	When relevant	Yes Underlined	Yes Underlined	Yes Underlined
Spacing	As appropriate	As appropriate	As appropriate	As appropriate
Font/format	Qld beginners	Yr 2 print only Yr 3 start cursive	Transition to regular cursive by end of year four	Cursive for most activities
Erasers	OK –teach skill	Yes	Yes	Yes
White out	No	No	No	Year 7s
Editing of Spelling		Strategies taught to find correct spelling	Expect careful spelling	Expect careful spelling
Editing of Punctuation		To appropriate level	Quality expected except in draft writing	Quality expected except in draft writing
Neatness	Encouraged	Most of the time	Quality expected except in draft writing	Quality expected except in draft writing
Marking	Yes all work	Yes	Yes	Yes
Correcting	Yes with child		Yes but not overdone	Conferencing where possible
Signing	Something on all work		Something on all work	Something on all work
Work sheets	Glued in scrapbooks	Collated and sent home in folder	Display folder and scrapbook	Display folder and workbook

HOMEWORK POLICY

Rationale:

Homework helps students with their education by complementing and reinforcing classroom learning. It assists in fostering good lifelong learning and study habits, whilst providing an opportunity for students to be responsible for their own learning.

Parent co-operation is critical because it reinforces the value of homework.

Aims:

1. To encourage children to establish a routine of regular work.
2. To give children practice and immediate reinforcement of work conducted at school.
3. To give feedback to parents as to the type of work their child is doing at school and to gauge the success of that work.
4. To give a guide to the teacher if further assistance or teaching is required in that area.
5. Allow children to organize their time around other activities.

Implementation

The class teacher is responsible for setting the homework.

If a child is unable to do any of the set homework the parents are asked to contact the class teacher. A note is often sufficient.

If homework is not completed, and the parent has explained this, the incomplete work will be done at home the next night.

If there has been no communication, then the work will be completed during a recess or lunch break.

Homework may include:

- Independent reading
- Reading to parents
- Completing incomplete work
- Completion of class project work
- Work sheets
- Skills practice
- Drills exercises
- Class teachers may set a weekly contract of homework

Homework Time Guidelines

- **Years Prep / One:** up to 15 minutes a day maximum
- **Year Two/Three/Four:** up to 20 minutes a day maximum
- **Year Five/Six/Seven:** up to 30 minutes a day maximum

Homework will not be set in the first or last week of term

Appendix 2: Explicit Instruction

The following excerpt is from *Explicit Instruction: Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes, 2011, and is to be read in conjunction with Assessment for learning guidelines.

Sixteen Elements of Explicit Teaching

1. **Focus instruction on critical content.** Teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future and match the students' instructional needs.
2. **Sequence skills logically.** Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.
3. **Break down complex skills and strategies into smaller instructional units.** Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory. Once mastered, units are synthesized (i.e., practiced as a whole).
4. **Design organized and focused lessons.** Make sure lessons are organized and focused, in order to make optimal use of instructional time. Organized lessons are on topic, well sequenced, and contain no irrelevant digressions.
5. **Begin lessons with a clear statement of the lesson's goals and your expectations.** Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.
6. **Review prior skills and knowledge before beginning instruction.** Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.
7. **Provide step-by-step demonstrations.** Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.
8. **Use clear and concise language.** Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g., vocabulary, sentence structure) should depend on students' receptive vocabulary, to reduce possible confusion.
9. **Provide an adequate range of examples and non-examples.** In order to establish the boundaries of when and when not to apply a skill, strategy, concept or rules provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not under use it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.
10. **Provide guided and supported practice.** In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.
11. **Require frequent responses.** Plan for a high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral responses, written responses, or action

responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding, and keeps students active and attentive.

12. **Monitor student performance closely.** Carefully watch and listen to students' responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.
13. **Provide immediate affirmative and corrective feedback.** Follow up on students' responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.
14. **Deliver the lesson at a brisk pace.** Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.
15. **Help students organize knowledge.** Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well-organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.
16. **Provide distributed and cumulative practice.** Distributed (Vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills.

Appendix 3: Differentiation

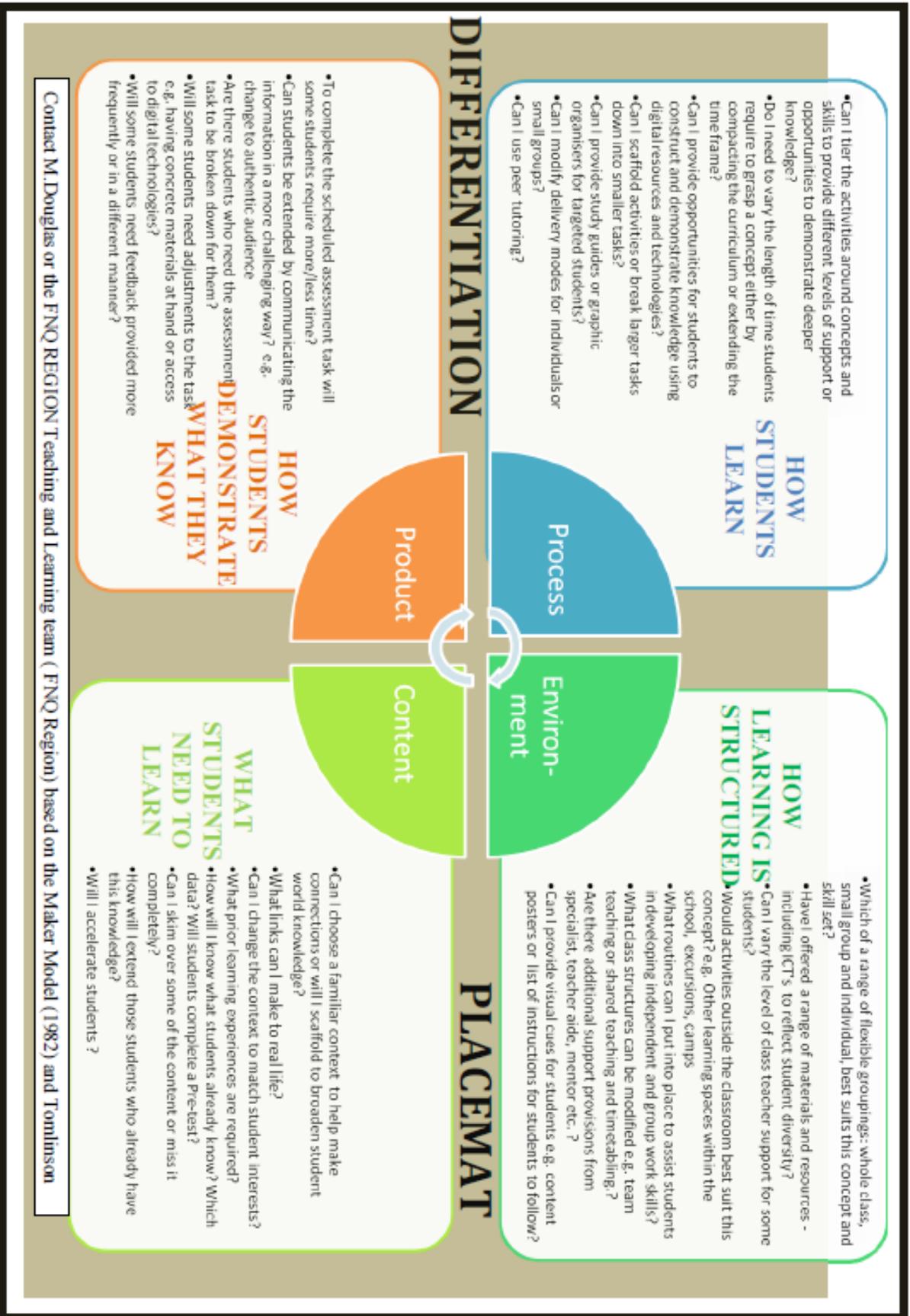
What is differentiation?

Differentiated instruction is providing instruction in a variety of ways to meet the needs of a variety of learners.

We understand that:

- **A differentiated classroom is proactive.**
- The teacher in a differentiated classroom realises that individual students have different needs. Because of this, the teacher proactively plans a variety of methods to get students to express learning. Where a traditional lesson changes reactively when learning is not occurring as planned, a differentiated lesson is proactively planned so that individual needs are addressed before the lesson occurs.
- **Differentiated instruction is more qualitative than quantitative.**
- Differentiated instruction is not the amount of work given to students but rather putting students in a learning environment in which students can achieve learning. For example, a student who has already mastered a concept in math should not be given more problems, but should stop practicing that skill and move on to a subsequent skill. In addition, giving a student who is struggling less examples is less effective. This student may need more assistance or an alternative way to express knowledge.
- **Differentiated instruction provides multiple approaches to content, process, and product.**
- During instruction, teachers are conscious of three elements, content (what students learn), process (how students make sense of content), and product (how students demonstrate what they have learned). When using the differentiated approach in the classroom, teachers can offer different approaches in what students learn, how they learn it, and how they demonstrate what they have learned.
- **Differentiated instruction is student centred.**
- A differentiated classroom is one that allows the students to think for his or herself. The teacher does not tell the students everything but rather allows the student to discover concepts independently growing at his or her pace. Lessons are designed to engage growth in all students. Lessons are neither too difficult nor too easy for the individual student, but challenging.
- **Differentiated instruction is a blend of whole-class, group, and individual instruction.**
- In a differentiated classroom, students receive types of instruction, whole-class, group and individual instruction. When working together these types of instruction as a whole increase student learning. During whole class instruction students gain a feeling of community and common understanding. After whole-class instruction, students may move into group or individual instruction and conclude by sharing what they have learning in a whole-class setting.

Adapted from How to Differentiate Instruction in Mixed-Ability Classrooms – Tomlinson, 2001



Appendix 4: Principles of assessment (QCAA website)

The following principles were developed to inform the policy context of the national curriculum and provide a basis on which local decisions about specific approaches to assessment can be built.

1. The main purposes of assessment are to inform teaching, improve learning and report on the achievement of standards.
2. Assessment is underpinned by principles of equity and excellence. It takes account of the diverse needs of students and contexts of education, and the goal of promoting equity and excellence in Australian schooling.
3. Assessment is aligned with curriculum, pedagogy and reporting. Quality assessment has curricular and instructional validity — what is taught informs what is assessed, and what is assessed informs what is reported.
4. Assessment aligned with curriculum, pedagogy and reporting includes assessment of deep knowledge of core concepts within and across the disciplines, problem solving, collaboration, analysis, synthesis and critical thinking.
5. Assessment involves collecting evidence about expected learning as the basis for judgments about the achieved quality of that learning. Quality is judged with reference to published standards and is based on evidence.
6. Assessment evidence should come from a range of assessment activities. The assessment activity is selected because of its relevance to the knowledge, skills and understanding to be assessed, and the purpose of the assessment.
7. Information collected through assessment activities is sufficient and suitable to enable defensible judgments to be made. To show the depth and breadth of the student learning, evidence of student learning is compiled over time. Standards are reviewed periodically and adjusted according to evidence to facilitate continuous improvement.
8. Approaches to assessment are consistent with and responsive to local and jurisdictional policies, priorities and contexts. It is important that schools have the freedom and support to develop quality assessment practices and programs that suit their particular circumstances and those of the students they are assessing.
9. Assessment practices and reporting are transparent. It is important that there is professional and public confidence in the processes used, the information obtained and the decisions made.

