

**THE KUMBARI AVENUE SCHOOL – GOLD COAST:**  
*An Education Queensland State School*



**SCHOOL CURRICULUM PLAN 2003+**



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*We provide excellence in education through an inclusive curriculum, with quality programs that identify and address barriers, acknowledge diversity and develop in our students the knowledge, skills, attitudes and processes to participate equally in inclusive education*

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***The Kumbari Avenue School – Gold Coast: An Education Queensland State School offers: Specialised Services through Inclusive Practices. Students participate in learning in the most appropriate environment not necessarily a classroom.***

## **STATEMENT OF PURPOSE**

***Achieving the best educational outcomes for every student by:***

- *Offering specialised services through inclusive practices in which students participate in learning in the most appropriate environment, not necessarily a classroom;*
- *Fostering a supportive, secure and safe environment;*
- *Facilitating student quality of life;*
- *Empowering students and staff to achieve positive outcomes.*

***At The Kumbari Avenue School – Gold Coast, we are committed to:***

## **STUDENTS**

- *Best interests of students through equipping them for all-of-life.*

## **QUALITY**

- *The best we can do to provide a Special Education focus with integrity and inclusivity.*

## **ACCOUNTABILITY**

- *Personal and team accountability in meeting the need for individualised programs that are appropriate and relevant to age, ability and individual development.*

## **VALUES**

*In terms of “Value”, we are committed to an educational provision that acknowledges:*

- *The intrinsic worth of all people and the positive contribution that differences among groups and individuals make to the whole society.*
- *All school personnel including – Students, Administrators, Teachers, Teacher-aides, Specialist Services Staff, Support Personnel, Therapists, Caregivers, Volunteers, Parents and the community as educational partners, doing the very best they can do.*
- *An educational focus in which the student is recognised as an individual challenged educationally, therapeutically and afforded dignity.*

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- *Personal accountability for programs that are appropriate and relevant to age, ability, individual development and in the best interest of students.*

***In addition we value:***

- ★ *Individuality*
- ★ *Personal respect*
- ★ *Self-discipline*
- ★ *Community-based programs*
- ★ *Self-esteem*
- ★ *Appropriate functional activities*

***We believe:***

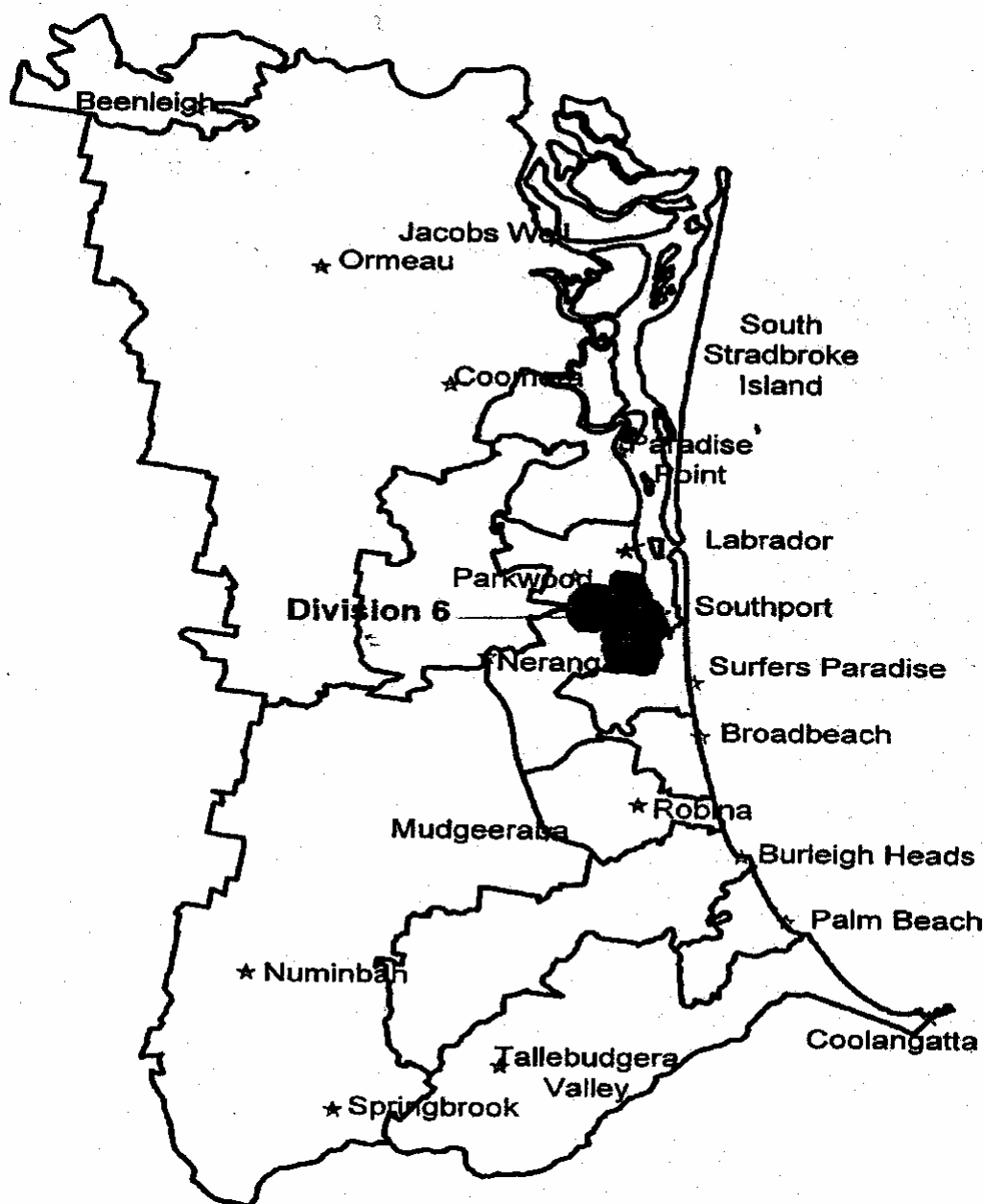
- ★ *all people have the right to develop to their potential*
- ★ *in working as a team in partnership with parents*
- ★ *programs should focus on individual needs*
- ★ *each student can become a contributing and valued member of a community*
- ★ *we should encourage and empower students and staff to make appropriate decisions and to accept personal responsibility.*

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## **SCHOOL PROFILE**

Approximately 115 pupils, in the age range 0 – 18+ years, from all over the Gold Coast and Hinterland are enrolled at The Kumbari Avenue School – Gold Coast. There is capacity for students (from Regular Schools and other School Centres) to be provided with ongoing education services while hospitalised at the Gold Coast Hospital, through the Special Education Class (SEC) attached to The Kumbari Avenue School – Gold Coast. Students with Autistic Spectrum Disorder (ASD) in regular schools receive services from Advisory Visiting staff based at The Kumbari Avenue School – Gold Coast. Students in Special Education settings and regular schools receive therapy support from the Therapy Services Team based at The Kumbari Avenue School – Gold Coast.

## **SCHOOL LOCATION MAP**



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## ***SCHOOL CURRICULUM PLANS***

### ***Preamble***

The Years 1 – 10 Curriculum Framework for Education Queensland Schools *heralds a new era in teaching and learning for a ‘Smart State’*. Queensland State Education – 2010 (QSE-2010) *responds to the challenge of preparing students to shape and participate in new and complex social, cultural and economic futures by setting two major goals which are:*

- *to provide quality educational experiences and ensure quality outcomes for all students;*
- *to raise the completion rate of Year 12 or its equivalent to 88% of students.*

*Both of these goals involve all schools. The new Curriculum Framework assumes an increasing trend for productive dialogue across all years of schooling in their networks – actual and virtual – as they construct their educational programs.*

*The Curriculum Framework is a living document. It will change over time as the legislative context of the statutory bodies that shape curriculum development evolves. There will also be changes that reflect our constituencies’ responses to the enacted framework. Such changes are necessary as we build the capability of schools and their communities to develop exciting learning programs that assure students a transition to productive adult life pathways.*

### ***Purpose***

*The purpose of the new Curriculum Framework has been to provide the structure around which The Kumbari Avenue School – Gold Coast has built this School Curriculum Plan.*

*This Curriculum Framework, together with Pre-School and Senior Schooling Curriculum Guidelines provides the structure that allows The Kumbari Avenue School – Gold Coast to achieve the curriculum objectives of QSE-2010.*

### ***Context***

*The Kumbari Avenue School – Gold Coast Curriculum Plan acknowledges and utilises all of the contemporary initiatives involving Curriculum reform.*

*In particular it has been written in the context of:*

a. ***Queensland State Education – 2010, ‘Objectives and Strategies’: p.15***

*“Central to LEARNING in Education Queensland is the relationship between students and teachers. Communication and information technology both changes and emphasises the relationship between teachers and students. The resources of the rest of the state system are allocated to maximise the value of that relationship to student outcomes.*

*Lifelong learning in formal and informal settings, problem solving and critical thinking are the critical characteristics of the knowledge, economy and the information society. Schools provide students with multiple literacies, the technical skills and the motivation and desire for such learning. The earlier they do it the better. Their attributes are also the foundation for further study and the basis for vocational learning for a competitive economy.*

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Different students learn in different ways. The pathways for students are different because of different starting points and different destinations. Whatever the background or circumstances of students, learning in state schools should give them the opportunity to achieve at key junctures in their development, particularly the completion of a recognised Year 12.”

***b. Guiding Values and Principles***

*i. QSE-2010 stated the purpose of education as:*

*“Over the next decade, the central purpose of schooling in Queensland should be to create a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens with a disposition to lifelong learning. They will be able to participate in and shape community, economic and political life in Queensland and the nation. They will be able to engage, confidently with other cultures at home and abroad.”*

*ii. .... a love of learning for life*

*iii. We in Education Queensland believe that all students*

- have the capacity and the right to learn;*
- bring valuable histories, languages and cultures to the learning process;*
- have the right to curriculum and teaching strategies that are intellectually rigorous and lead them to:*
  - work that is rewarding;*
  - a lifestyle that is healthy, independent of welfare and that allows them to form and maintain fulfilling relationships with others;*
  - an ability to contribute to the health and wealth of others in their communities;*
  - a love of learning for life.*

*We believe:*

- in striving for the highest standards in delivering education;*
- in accountability for performance at every level of Education Queensland;*
- in balancing the responsibility for decision making between school community needs and systemic requirements;*
- that the student-teacher relationship is critical to improved learning outcomes;*
- that parents, families, schools and the broader community share responsibilities for student outcomes;*
- that strong school-community partnerships lead to improved student outcomes and enhanced community capacity;*
- that staff are responsible for their own continuous learning.*

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c. **Design**

***The design of this Curriculum Plan was guided by the following set of values and principles about curriculum planning and delivery***

➤ ***Education as a social investment***

*The central purpose of schooling in Queensland – that is, to prepare young people to be active citizens in a learning society – is served by equipping students with the skills and knowledges – cognitive and cultural, social and linguistic – that have power and salience in the world.*

➤ ***Balanced responsibilities***

*Moving the focus of control for decision making towards communities and schools and away from Central Office requires the equilibrium be established between school-based management and system-wide mandate. The acceptance of appropriate and corresponding levels of accountability accompanies this.*

➤ ***Ideal school environments***

*For students to flourish and become active and reflective Australian citizens with a disposition for lifelong learning, schools must be safe, accepting and disciplined environments.*

➤ ***Futures-oriented curriculum***

*In deciding what to include in the curriculum, greater value is placed on the knowledges, understandings and skills that will equip students to engage with the future. Networked learning communities enhance a futures orientation.*

➤ ***Differentiation***

*A creative and flexible educational response to the needs of students (individuals and groups) places a premium on diversity, flexibility and building the social capital of communities.*

➤ ***Accountability***

*It is possible to demonstrate the match between a curriculum plan and its results to government, communities, parents/carers and students in a clear and comprehensible way.*

➤ ***High expectations for student achievement and teacher/school development***

*As learning organisations, schools embrace a culture of high expectations for optimal student learning outcomes, supported by teachers' continuous professional development.*

➤ ***Teacher professionalism***

*Teachers are empowered through school-based decision making in areas such as curriculum planning and assessment, and by being connected with learning and development opportunities.*

➤ ***Knowledgeable community***

*A shared understanding of the theory and practice of curriculum, pedagogy and assessment promotes student learning and delivers consistent assessment of student achievement.*

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*In addition, the following guidelines have also been incorporated.*

- a. *The need to respond to four key **challenges**:*
  - *to increase intellectual engagement and global and local connectedness across years 1 – 10;*
  - *to improve teaching and learning, especially in the middle years of schooling;*
  - *to conceptualise and develop multiple pathways through school into changing workforces and tertiary studies;*
  - *to engage with relevant futures scenarios and technologies.*
- b. *The **flexibility** to organise, schedule and deliver core outcomes in ways that meet the needs of their students and the demands of their school community. Our school has developed a plan that integrates outcomes from different learning areas into units of work. We have also integrated the outcomes into traditional subjects, and in ways that consider transdisciplinary learnings such as social skills, life-skills, active citizenship etc.*
- c. *Allowing for an **overlap of outcomes** in some Key Learning Areas (KLA) Syllabuses.*
- d. *Having **teachers** work collaboratively in teams across learning areas developing strong links with their communities and achieving the desired outcomes for students.*
- e. ***Providing other curriculum offerings** to meet the differentiation and specialised needs of our education community.*
- f. *Catering for the **diverse pathways** that students may take through Senior Schooling by:*
  - *Introducing some discretionary outcomes that involve selected Board subjects;*
  - *Planning for students to demonstrate outcomes through vocational education and training and the Senior Education Training Plan.*
- g. *Enabling all students to access the curriculum.*

### **Influences**

*This School Curriculum Plan has been collaboratively developed. It is designed to respond to the needs of students and the community, supporting the development of a learning community and incorporating differentiated approaches. It is updated annually. Some of the influences have been:*

- Inclusive practices
- Literate futures
- Queensland School Reform Longitudinal Study
- Partners for Success
- Building Success Together: The Framework for Students at Educational Risk
- Drug Education / Intervention Policy
- New basics: Curriculum Organisers and Rich Tasks
- QSA Syllabuses
- Integration of ICT in teaching and learning

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**Resources**

- *Years 1 – 10 Curriculum Framework for Education Queensland Schools*
- *Destination 2010: The Draft Action Plan to implement Queensland State Education – 2010*

**School Curriculum Plan – Policy**

The Policy requires each school to develop its own Curriculum Plan, which outlines the schools offerings in terms of the following elements:

- Core Learnings (Section A)
- Teaching Strategies (Section B)
- Assessment Devices (Section C)
- Reporting (Section D)

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## **SECTION A**

### **CORE LEARNINGS**

#### **1. Guidelines for Teachers/Practitioners**

- Core Learnings at The Kumbari Avenue School – Gold Coast are drawn from the Foundation Learning Areas, Key Learning Areas and Senior School Curricula. These elements allow the school to operate an inclusive curriculum catering for students in the age range 0 – 18+ years. Core Learnings are transported into our various settings through two distinct, though overlapping, program orientations.
  - ★ **Activity/Therapy orientation** (including, for example, Early Intervention, the Seaworld Dolphin Program and Activities for Students with Disabilities in Heated Pools). This orientation features a multidisciplinary approach using a range of staffing expertise to design and deliver individualised education. It operates across Early Intervention, Junior, Middle and Senior School levels.
  - ★ **General and Vocational Education orientation.** This is a non-Activity/Therapy orientation catering for students who do not have high levels of multiple impairments. It features life-skills and community activities across Early Intervention, Junior, Middle and Senior School levels. This orientation also includes Senior Secondary/ Senior Schooling Vocational Educational Programs for Secondary School-aged Students with Disabilities including Queensland Studies Authority (QSA) programs.

*Both the orientations above include participation in Inclusion Activities ie. shared programming with State Primary School and State Secondary School on our shared campus.*

#### **OTHER ACTIVITIES INCLUDE:**

**Hospital Education Services:** The Kumbari Avenue School – Gold Coast operates an Educational Service in the Gold Coast Hospital providing Pre-school to Year 12 Educational Support for eligible hospitalised students.

**Therapy and Other Services:** Our school is the base school for Physiotherapy and Occupational Therapy services to all Gold Coast Schools. It is also the base for some of Gold Coast North Districts Advisory Visiting Teaching Staff for students with Autistic Spectrum Disorder.

**Inclusive Education classes and Inclusion Access** for individual students with our other Campus Schools (see above).

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➤ **Community Links**

The Kumbari Avenue School – Gold Coast has strong links with the Gold Coast Community. In fact, the school could not deliver many of its programs without these links or without community support. Some of the links include:

- ★ Service Clubs. Theme Parks.
- ★ Local Business houses. Gold Coast City Council.
- ★ Other organisations eg. Arundel Park Riding Centre; Gold Coast Recreation and Sport, Gold Coast Family Support Group.
- ★ Charities eg. Variety International.
- ★ Parent/Carer networks / organisations eg. Autism Association of Qld (AAQ).

➤ **Inclusive Centre of Learning**

The Kumbari Avenue School – Gold Coast ‘sits on campus’ with Southport State High School and Musgrave Hill State Primary School (plus associated Special Education Units and pre-schools etc.) Certain programs and activities are shared across campus. It is an unique relationship providing ‘the best of inclusive worlds’ for students with disabilities.

2. **Focus of and Approach to Curriculum Organisation**

- The emphasis at The Kumbari Avenue School – Gold Coast is on Functional Curriculum with a Life-Skills focus.
- ★ Quality of Life Life Roles Competencies
  - ★ Life Situations Life Concerns
  - ★ Assisting Life Needs

These functional concerns and life-skills focus need to underpin Foundation Learning Areas, Key Learning Areas and Senior Schooling Subjects.

- The curriculum is structured upon the following principles:
- ★ Quality learning is promoted through the opportunities for teachers to develop a broad repertoire of teaching and management strategies in a non-threatening and supportive learning environment that caters for the diverse learning styles of students.
  - ★ There is a life-skills focus on fundamental life roles and tasks that are common to all people.
  - ★ Areas of learning incorporating a focus on Productive Pedagogies, Tasks etc. are drawn from the eight Key Learning Areas that have emanated from the common and agreed national goals for schooling in Australia. They are also drawn from the seven Foundation Learning Areas in the Pre-school Curriculum and from Senior Schooling Curriculum (refer Figure 1, Conceptual Model of The Kumbari Avenue School – Gold Coast Curriculum Plan).

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The Kumbari Avenue School – Gold Coast students will be studying core curriculum based broadly on the Pre-school Curriculum Foundation Learning Areas, the eight Key Learning Areas and Senior Schooling Subjects. The Pre-school Curriculum Foundation Learning Area are Thinking, Communicating, Sense of self and others, Health and Physical understanding, Social living and learning, Cultural understanding and Understanding environments. The Key Learning Areas are English (LOTE) – LOTE is applied as augmentative language, Mathematics, Studies of Society and the Environment, Science, The Arts, Health and Physical Education and Technology. The Senior Schooling subjects are English (school-based), Mathematics (school-based), HPE (school-based), Arts/Leisure/Science (school-based), Information Communication Technology (school-based), Manual Arts (school-based), Agricultural Science/Horticulture (school-based), Certificate 1 in Work Readiness 309030 QLD – QSA, Hospitality/Catering (school-based)

Curriculum will be addressed in a number of different ways throughout the schooling years. These will vary according to the levels of need.

- The development and study of broad industry areas and the implementation of Vocational Education means that there is a need to deliver Vocational Education in schools in a strategic manner and for it to be broadly consistent with industry needs. This convergence of Vocational Education and General Education applies to all students regardless of ability.

Along with Secondary Schools, The Kumbari Avenue School – Gold Coast has nominated industry areas in which it will offer appropriate Vocational Education, in the context of QSA (Queensland Studies Authority) offerings. This will mean that some programs developed in The Kumbari Avenue School – Gold Coast may need to be accredited by the QSA.

The Broad Industry Areas nominated by The Kumbari Avenue School – Gold Coast are:

- ★ Hospitality/Catering (school-based)
- ★ Manual Arts (school-based)
- ★ Agricultural/Horticultural Science (school-based)

We are not limited to these areas. Over time we may develop programs in other areas.

3. **Considerations Guiding a Life-Skills Approach/Focus** – Note: These are not Core Learnings. However, the Principles espoused need to assist Curricular Planning.

- Family and Community Living

- ★ ***Values/Beliefs***

Family and community life is the foundation environment of learning. Home, school and community should represent a safe, secure base where basic needs are met, and the individual has a maximum choice about personal care, daily routine and variation from routine.

- ★ ***Curriculum Implications***

Consideration of parents, values, beliefs and cultural implications for the individual must be manifested when planning, implementing and assessing students. The diversity in family and community life needs to be acknowledged and reflected within the school. Also, social and interpersonal skills must be both implicit and explicit in the design and delivery of curriculum.

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★ ***Students develop .....***

- an awareness of self;
- an awareness of family and community; and
- a broader knowledge of individuals and society

★ ***Students require .....***

the skills to function as independent individuals in all environments to their maximum ability.

➤ Leisure and Recreation

★ ***Values/Beliefs***

The basis of leisure and recreation is the right of individuals to make choices that potentially will have rewarding and/or pleasurable results.

★ ***Curriculum Implications***

Students need to be taught skills, be exposed to and given opportunities to try, and be encouraged to participate voluntarily in the wide variety of recreational activities available in society. Participation needs to be with a range of people including students with disabilities and able-bodied people of both sexes from a range of cultures and of all ages. Activities offered should be based on the students' interests and should reflect the culture and interests of their peer group. They should be sufficiently diverse to equip the student with skills and options to make meaningful informed choices in their adult life.

These options need to include audience participation skills and knowledge, and exposure to post-school option program providers.

★ ***Students develop .....***

- skills to make meaningful, informed choices in their adult life;
- appropriate behaviours to allow them to access/participate/be a spectator in activities;
- an appreciation of a diverse range of community recreational activities;
- an awareness of availability of facilities and associated costs, which can be accessed post school;
- a recognition of the rights of others with regard to their personal/private gratification.

★ ***Students require .....***

- to be provided with a supportive environment which allows development of interpersonal relationships, tolerance and understanding;
- to be involved in a program(s) that enhance their self-esteem, confidence and self-management;
- be exposed to a range of cultural/recreational activities that takes into consideration age appropriateness, cultural diversity, personal interests;
- to be taught the literacy and numeracy components geared to the specific student's level of development; and
- to be taught an understanding of acceptable public and private behaviour.

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➤ Productive Work – Paid and Unpaid

★ **Values/Beliefs**

A belief is that individuals are capable of participating in and making a worthwhile contribution beneficial to themselves and to their society.

★ **Curriculum Implications**

- work is a purposeful, understood, meaningful and reasoned task in any context that individuals are motivated sufficiently to undertake and to follow through to completion such that an end product is produced that satisfies a need.

★ **Students develop .....**

- work related skills, attitudes and knowledge when given the opportunity to participate in paid/unpaid tasks across the curriculum.

★ **Students require .....**

- that paid/unpaid tasks be appropriate to age, interests, abilities and needs.

★ **Life Ethic**

- is where individuals demonstrate an attitude that there are consequences for action. A task can be followed through to completion resulting in further motivation to undertake further activity.

★ **Students develop .....**

- attitudes to complete further tasks with confidence.

★ **Students require .....**

- opportunities to access tasks appropriate to their interests, abilities and needs.

★ **Purposeful Activity**

- when paid or un-paid work is not located in a designated work place, there needs to be provision for alternative activities which lead to quality of life and purpose.

★ *Students develop .....*

- knowledge of alternative activities that they may need to access in order to enhance their quality of life and purpose.

★ *Students require .....*

- opportunities to participate in and choose from a range of activities.

➤ Present and Future Study

★ *Values/Beliefs*

- present and future study is a belief that individuals are able to participate in comprehensive programs of learning that are valued, relevant, lifelong and enjoyable experiences.

★ *Curriculum Implications*

- present and future study options for students need to be functional and practical, including the delivery of Therapy Services. They need to be followed up and reinforced at home and be “real life” in context. Learning needs to be lifelong, using post-school option providers; be competency based and have an overall outcome of developing communication.

★ *Students develop .....*

- strategies for organising, storing and retrieving knowledge;
- skills;
- abilities to generate learning.

★ *Students require .....*

- Development in vocational and quality of life competencies.

4. Integrated Curriculum

➤ **School Organisation**

The school caters for the full range of disability. This means that we have some “totally-incapacitated” students at one end of the continuum and students who are mobile/verbal at the other end

To cater for this diversity, the school has adopted differing orientations for the student groups:

- ★ An Activity Therapy Orientation (for the severe end of the continuum)
- ★ A General, Non-Activity Therapy Orientation (for the mild to moderate end of the continuum)

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Both orientations incorporate:

- ★ Life-skills
- ★ Community
- ★ Vocational
- ★ Inclusive Education (Inclusion)

➤ **Class Grouping**

All Class Groupings are multi-age and multi-ability within broad age bands and within the different orientations. For example, severely disabled students work within broad age bands, multi-age, multi-ability under an Activity/Therapy Orientation. In essence, the school is two schools in one. In fact, three schools when we overlay the Campus Inclusion Programs.

- ★ Inclusion Class Primary
  - ★ Inclusion Class Secondary
  - ★ Inclusion Access
- The school is also divided into Senior and Junior Schools. This is effected to cater for the widespread age ranges. The Senior School has different break times from the Junior School. The Junior School also incorporates Early Intervention Programs.

<b>JUNIOR SCHOOL</b> Approx. 0 – 13 years of age Ie. Years 0 – 7	<b>SENIOR SCHOOL</b> Approx. 13+ years of age Ie. Years 8 - 12
Junior (Activity Therapy) – includes Early Intervention Junior (General) Middle School (Activity Therapy) Middle School (General) Primary Inclusion Class Primary Inclusion Access	Senior School (General and Vocational) Senior School (Activity Therapy) Secondary Inclusion Class Secondary Inclusion Access

- There is also a Hospital Special Education Class attached to the school and located in the Gold Coast Hospital. This class caters for P – 12 programs at all levels.
- **Planning**

The school is not a New Basics Trial School. New Basics will be introduced if/when it is implemented Statewide by Education Queensland. However,

- ★ The school is a participating member of the Special Education Curricular Cluster (SECC). This cluster is working together on introducing to teachers the various theoretical and practical components of the New Basics. The school will focus, though, on improved and productive pedagogies.

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- ★ The Senior General and Vocational School is carrying out its Curricular/Program planning Senior Schooling Subjects that have been selected for our school (refer to Conceptual Model on page ).
- ★ The Syllabuses developed by QSA are organised around outcome levels. In The Kumbari Avenue School – Gold Coast, Curriculum Unit Planning in the Junior/Middle Schools and Senior Schools is to emphasise outcomes from Foundation Level to Level 6 as appropriate to the needs of each student. Individual short-term goals are to be identified through the Individual Education Plan (IEP) process.
- ★ The selection of content across the whole school is to be made from the Foundation Learning Areas contained in the set of Pre-School Curricular Guidelines, the Years 1 – 10 Syllabuses and the Senior Schooling Curriculum that has been selected for this school.
- ★ The Key Learning Area outcomes are used in planning in the Junior and Middle Schools to ensure that the full intent of the Key Learning Area is realised and developed over Years 1 – 10.
- ★ Foundation Level outcomes and/or Core Learning outcomes should form the basis of **curriculum planning**. Outcomes are the starting-point for decisions about appropriate student learning experiences. Learning experiences may enable student demonstration of outcomes from within strands, across strands and across Key Learning Areas. Learning experiences in a particular period should enable students to demonstrate the learning outcomes planned for that period.
- ★ **Planning should take into account the developmental needs of students.** Planned learning experiences should enable students to demonstrate understanding at a level appropriate to their development. When planning for outcomes, it is necessary to plan for those students in the cohort who need more time than others to develop the knowledges and skills to demonstrate an outcome, and to plan for those students who are ready to demonstrate the outcomes at a higher level. E-Learning will be used by all Teachers. This software enables appropriate Unit Planning for all programs.
- ★ Planning in Junior and Middle School will emphasise outcomes from the Pre-school Curriculum, Guidelines, Foundation Levels and other relevant KLA Levels (while recognising the need to provide additional learning opportunities for students who may demonstrate understandings at higher levels). The plan for the Senior General and Vocational School may emphasise learning outcomes for Foundation Levels and relevant KLA Levels (but will mainly utilise the selected Senior School Subjects and the need to provide additional learning opportunities for students who have not yet demonstrated KLA Level outcomes).

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- ★ As ours is a school for **students with disabilities**, the curriculum planning will emphasise outcomes from Foundation Level to level 6 as appropriate to the needs of each student. Individual short-term goals should be identified through the Individual Education Plan (IEP) process and linked to Curriculum Unit Planning.

In the context of an outcomes approach, it is necessary to **specify associated time**. Syllabus development, however, was guided by estimates of minimum time needed to provide students with opportunities to demonstrate the core learning outcomes. Indicative times are available in each individual QSA syllabus. These times will not necessarily apply to our students.

All students will be provided with opportunities to learn what they have to know and be able to do in order to demonstrate appropriate learning **outcomes**.

- ★ Learnings for all students in the Junior and Middle School (other than Early Intervention) will be **Key Learning Area outcomes ie. Foundation Level or Core Learning outcomes** for all **strands** in all **Key Learning Areas** as described in syllabuses developed by the Queensland Studies Authority (QSA).
- ★ Support **materials** available to assist an outcomes approach to education include:
  - Curriculum Exchange – <http://education.qld.gov.au/curriculum>
  - Initial in-service materials and source books for each Key Learning Area (QSCC)
  - Professional development and training modules (EQ)
  - An outcomes approach to assessment and reporting (QSA)
  - Outcomes approach to education (ACSA)
  - For students with special needs, core learning outcomes at the Foundation Level in all KLAs with the core learning outcomes developed by Education Queensland.

***LEARNINGS FOR STUDENTS IN THE SENIOR SCHOOL MAY BE EITHER KEY LEARNING AREA OUTCOMES OR SENIOR SCHOOL CURRICULUM/SUBJECT OUTCOMES, DEPENDING ON AGE/NEEDS/RELEVANCE/SUITABILITY ETC.***

***TEACHERS ARE TO MAINTAIN FOR EACH STUDENT IN THE SCHOOL. A COMPREHENSIVE, ACCURATE AND UP-TO-DATE RECORD OF THE CORE LEARNING/FOUNDATION LEVEL/SENIOR SCHOOLING OUTCOMES DEMONSTRATED BY STUDENTS.***

***TEACHERS ARE TO UTILISE E-LEARNING AS THE TOOL FOR DEVELOPING YEAR LEVEL SCHOOL CURRICULUM PLANS (UNIT PLANNING).***

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**5. Learnings for Groupings (Figure 1)**

**Junior and Middle School:**

- Pre-School Curriculum Guidelines
- 1 – 10 Curriculum (ie. QSA Syllabus in Key Learning Areas)

**Senior School:**

- 1 – 10 Curriculum (QSA)
- Senior Schooling Curriculum (QSA)

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**FIGURE 1: CONCEPTUAL MODEL – The Kumbari Avenue School – Gold Coast CURRICULUM PLAN**

<i>OUTLINE OF CORE LEARNINGS</i>			
<b>EDUCATION QUEENSLAND STRATEGIC ACTION</b>	<b>PRESCHOOL CURRICULUM FOUNDATION LEARNING AREA</b>	<b>KEY LEARNING AREAS</b>	<b>SENIOR SCHOOLING</b>
<p><b>LEARNING</b></p> <p>A learning framework that prepares students for living in complex multicultural networked societies</p> <p><b>SCHOOLS</b></p> <p>Create Learning Communities that meet diverse student community needs.</p>	Thinking	English (LOTE – Augmentative Language)	<p><b>Certificate of Post-Compulsory School Education (CPCSE)</b></p> <p><b>Curriculum Organisers</b></p> <ul style="list-style-type: none"> <li>• Areas of Study &amp; Learning</li> <li>• Communication &amp; Technologies</li> <li>• Community, Citizenship &amp; the Environment</li> <li>• Leisure &amp; Recreation</li> <li>• Personal &amp; Living dimensions</li> <li>• Vocational &amp; Transition activities</li> </ul> <p><b>School Subjects</b></p> <ul style="list-style-type: none"> <li>• Lifeskills English – Augmentative Language (School-Based)</li> <li>• Lifeskills Mathematics (School-Based)</li> <li>• Health &amp; Physical Education – HPE/Living skills (School-Based)</li> <li>• Manual Arts (School-Based)</li> <li>• Hospitality/Catering (School-Based)</li> <li>• General Education &amp; Training – Certificate 1 in Work Readiness 30030 QLD-QSA/Work Experience</li> <li>• Agricultural Science – Certificate 1 in Rural Production RTE 10103 QLD-QSA</li> <li>• Agricultural Science/Horticulture (School-Based)</li> </ul>
	Communicating	Mathematics	
<p><b>WORKFORCE</b></p> <p>Ensure the workforce has the capacity and flexibility to deliver the objectives of QSE-2010.</p>	Sense of self & others	The Arts	<p><b>SUITE OF RICH TASKS</b></p> <p>5 = Y1 – Y3</p> <p>7 = Y4 – Y7</p> <p>8 = Y8 – Y9*</p>
	Health & Physical understanding	Health & Physical Education	
	Social living and learning	Studies of Society & the Environment	
	Cultural understanding	Science	
	Understanding environments	Technology	
	<b>NEW BASICS</b>	<b>PRODUCTIVE PEDAGOGIES</b>	
	Life Pathways & Social Futures	Recognition of Difference	Range and balance
	Multiliteracies & Communication Media	Connectedness	Diversity
	Active Citizenship	Intellectual Quality	Operational fields of knowledge
	Environments & Technologies	Supportive classroom environment	Repertoires of practice
			Generic skills
			Intensity
			Content validity
			Developmental
			Assessable
			Communicate requirements and expectations

**LIFESKILLS**

**OUTCOMES**

**QUALITY OF LIFE**

## KEY LEARNING AREAS AND NEW BASICS

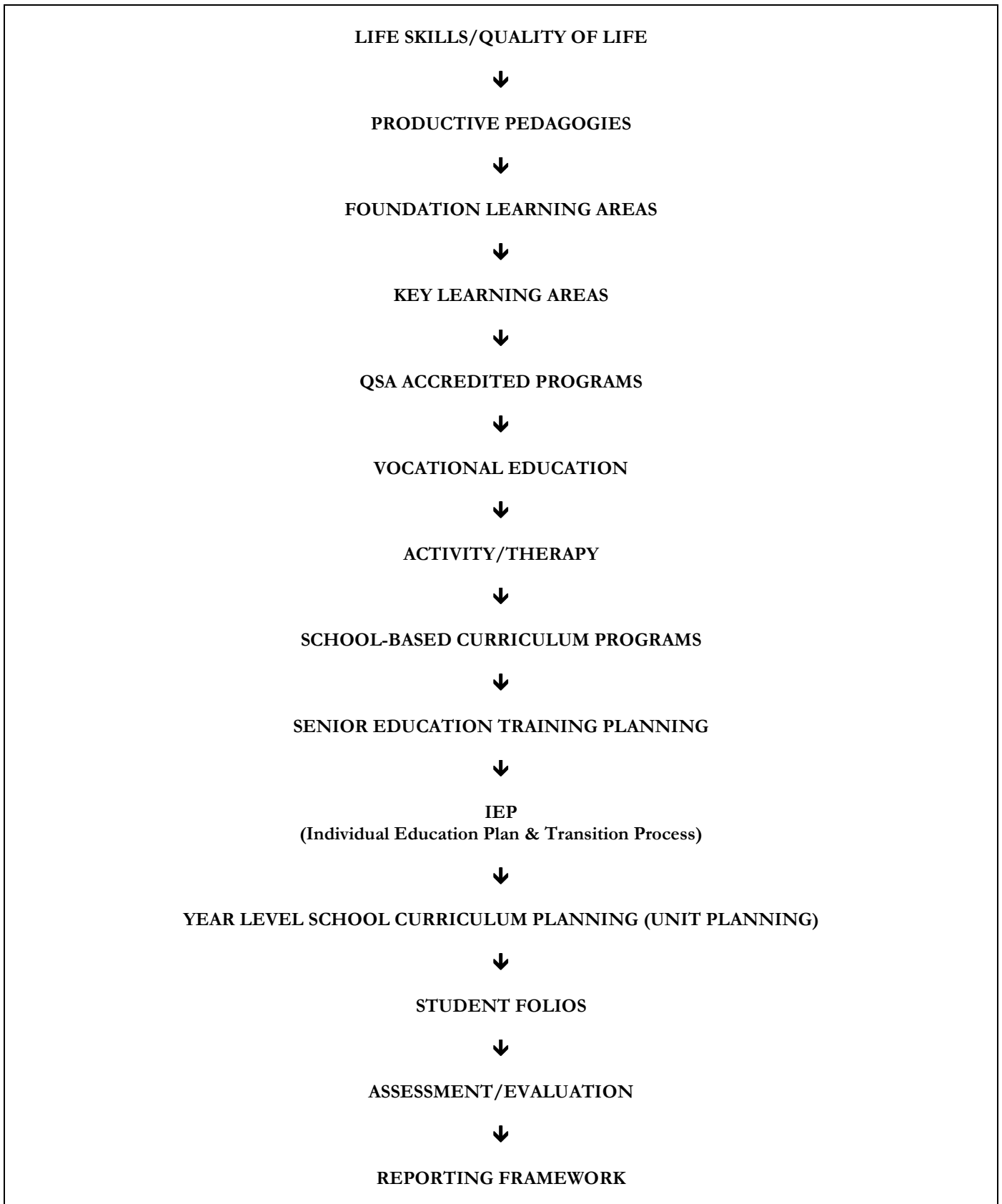
Each of the QSA syllabuses describes one or more strands that provide the content and contexts for that particular learning area. Each of the four New Basics categories has an explicit orientation towards researching, understanding, and coming to grips with the new economic, cultural and social conditions.

Figure 2, below, represents the strands within each KLA and the clusters of practice within each New Basics category. No links are implied across the central dark line because there is no sense of a one-to-one correspondence. Nor is it implied that the grain size of the entries in the left-hand column is the same as that of the entries in the right-hand column.

**FIGURE 2**

KEY LERNING AREA STRANDS	NEW BASICS CLUSTERS (Does not apply to The Kumbari Avenue School – Gold Coast at this stage – for information only)
<b>English:</b> <ul style="list-style-type: none"> <li>• Cultural</li> <li>• Operational</li> <li>• Critical</li> </ul>	<b>Life pathways and social futures</b> <i>Who am I and where am I going?</i> <ul style="list-style-type: none"> <li>➤ Living in and preparing for diverse family relationships</li> <li>➤ Collaborating with peers and others</li> <li>➤ Maintaining health and care of self</li> <li>➤ Learning about and preparing for new worlds of work</li> <li>➤ Developing initiative and enterprise</li> </ul> <b>Multiliteracies and communication media</b> <i>How do I make sense of and communicate with the world?</i> <ul style="list-style-type: none"> <li>➤ Blending traditional and new communication media</li> <li>➤ Making creative judgements and engaging in performance</li> <li>➤ Communicating using languages and intercultural understandings</li> <li>➤ Mastering literacy and numeracy</li> </ul> <b>Active Citizenship</b> <i>Where are my rights and responsibilities in communities, cultures and economics?</i> <ul style="list-style-type: none"> <li>➤ Interacting within local and global communities</li> <li>➤ Operating within shifting cultural identities</li> <li>➤ Understanding local and global economic forces</li> <li>➤ Understanding the historical foundation of social movements and civic institutions</li> </ul> <b>Environments and technologies</b> <i>How do I describe, analyse and shape the world around me?</i> <ul style="list-style-type: none"> <li>➤ Developing a scientific understanding of the world</li> <li>➤ Working with designs and engineering technologies</li> <li>➤ Building and sustaining environments</li> </ul>
<b>Mathematics:</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Patterning and algebra</li> <li>• Spatial concepts and visualisation</li> <li>• Measurement</li> <li>• Chance and data</li> </ul>	
<b>Science:</b> <ul style="list-style-type: none"> <li>• Science and Society</li> <li>• Earth and beyond</li> <li>• Energy and change</li> <li>• Life and living</li> <li>• Natural and processed materials</li> </ul>	
<b>Health &amp; Physical Education:</b> <ul style="list-style-type: none"> <li>• Promoting the health of individuals and communities</li> <li>• Developing concepts and skills for physical activity</li> <li>• Enhancing personal development</li> </ul>	
<b>Languages other than English:</b> <ul style="list-style-type: none"> <li>• Comprehending and composing language</li> </ul>	
<b>The Arts:</b> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media</li> <li>• Music</li> <li>• Visual Arts</li> </ul>	
<b>Studies of Society &amp; Environment:</b> <ul style="list-style-type: none"> <li>• Time, continuity and change</li> <li>• Place and space</li> <li>• Culture and identity</li> <li>• Systems, resources and power</li> </ul>	
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Technology practice</li> <li>• Information</li> <li>• Materials</li> <li>• Systems</li> </ul>	

**FIGURE 3: THE CURRICULUM PROCESS**



6. **Addressing KLA Outcomes & Planning for Needs**

★ **Unit Planning (Current Curriculum Programs)**

E-Learning Year Level School Curriculum Plans (Unit Plans) are to be developed by class teachers for the Foundation Learning Areas/Key Learning Areas/Subject Areas. They provide the content, objectives, methodology, resources and assessment and evaluation procedures for each Foundation Learning Area/Key Learning Area/Subject Area.

★ **Components of Year Level School Curriculum Plans (Unit Plans)/Work Programs**

- Foundation Learning Area/Key Learning Area/Subject Area – accounting for the needs of all learners and accommodating and addressing the different strands, core learning outcomes or foundation level statements.
- Objectives of Curriculum Program – structures, processes and procedures used to cater for students demonstrating outcomes differently and at different rates.
- Possibilities for Integration with other FLAs/KLAs/Subject Courses – emphasising the cross curricular priorities of literacy, numeracy, lifeskills and futures.
- Resources:
  - Associated Departmental QSA documents (for example Syllabi, Guidelines, Sourcebooks, Courses etc.)
  - Other Departmental policies specific to the FLA, KLA, Subject Area (for example Safety Guidelines).
  - Other useful resources and facilities within the school and community.
- The Learner and the FLA/KLA/Subject Area:
  - Important considerations about the needs and interests of the population of students within this school community;
  - Assumptions about learners and the FLA/KLA/Subject Area;
  - Specific suggestions for organising and establishing a rich learning environment in the FLA/KLA/Subject Area.
    - Developmental outline of core learnings to be addressed (including opportunities for links with other FLAs/KLAs/Subject Areas;

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- Performance measuring mechanisms to be employed to determine the effectiveness of the curriculum program and gauge core learnings or foundation level outcomes;
- External performance measuring mechanisms;
- Strategies for reporting to parents and other members of the school community;
- Reflections on the curriculum program and future planning.
- Outline of learning experiences (including preferred learning/teaching and assessment strategies);
- Link/s to Individual Education Plan (IEP);

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## **WHOLE SCHOOL LITERACY STRATEGY (AND LINKAGES) – INTRODUCTION**

### **From Literate Futures: Report .....**

Priority action areas:

- ★ Student diversity
- ★ Whole-School programs and community partnerships
- ★ The teaching of reading
- ★ Future literacies

Strategic focus areas:

- ★ In-service and professional development
- ★ Syllabus program development and implementation
- ★ Assessment and testing
- ★ Funding and accountability
- ★ Pre-service teacher education

Twenty key strategies emerging from these areas were proposed in the report.

### **Guiding principles for the way forward .....**

- ★ Literacy is the core business of every school, classroom, subject area and teacher from Year 1 to Year 12.
- ★ We need to acknowledge, document, consolidate and further enhance effective approaches to curriculum, pedagogy and assessment focused on the literacy learning of all students.
- ★ Continuity in the literacy learning of each student is developed through whole school literacy planning and community partnerships.
- ★ Systemic leadership and support together with ownership and flexibility at the local school level establish a whole system focus on literacy outcomes for all students.
- ★ Opportunities for mutual support and exchange.

The purpose in developing a Whole-School literacy strategy is to establish a planned, systemic approach to the teaching and learning of literacy in order to improve learning outcomes. All Education Queensland schools and teachers are to actively engage in an ongoing process of adopting and refining strategic approaches to literacy teaching. As a part of this process, teachers and schools will:

- ★ **reflect** upon the effectiveness of current teaching practice, to ensure that all students have the literacy skills required for positive and productive engagement in their work, family and civic lives;
- ★ **investigate** why particular students are making less than optimal progress and plan appropriate curriculum and pedagogies that better meet their needs;

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- ★ **consider** the challenges presented by social, cultural, economic and technological changes, and the consequent implications of how the school can best meet the needs of students to 2010 and beyond;
- ★ **learn** more about literacy and its development, and about effective practices in schools;
- ★ **organise, plan, resource, implement, evaluate and sustain** programs to improve literacy outcomes for all students in the years ahead.

### **LINKAGES**

Schools are advised to coordinate Whole-school literacy planning with the implementation of other key systemic initiatives such as:

- ★ developing the school curriculum plan
- ★ implementing new syllabi
- ★ engaging in learning conversations about productive pedagogies
- ★ planning a strategic approach to addressing the diverse and complex needs of students at educational risk.

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## **WHOLE SCHOOL LITERACY PLAN**

### **Shared Vision:**

Developing effective communicators.

## **WHOLE SCHOOL LITERACY BELIEF**

Literacy development is a lifelong process enhanced by the use of various literacy skills and opportunities for application and reflection. Our students have individual and specialised learning requirements, and our challenge is to meet their needs and equip them to function effectively and independently on a personal and social level in a global community.

*Our Whole-School Literacy Plan will include the following objectives in all Literacy Areas:*

### **Prioritised Objectives for Special Needs Students**

1. Essential and useful material according to individual needs
2. Consistent and whole school use of vocabulary/symbols and instructions
3. A determined time to process information. Applied generally across the School
4. Think aloud – say out loud thought processes for a particular action
5. Guided feedback
6. Written and verbal prompts, strategy cards.

*Our Whole-School Literacy Plan will implement and address:*

#### ★ Whole School Programs

- A shared, understandable, professional vocabulary and dialogue around the literacy framework and the repertoire of literacy skills and practices.
- Cooperative learning.

#### ★ Community Partnerships

- Parents
- Caregivers
- Volunteers and community organisations
- Educational services providers

#### ★ Focussed pedagogical strategies

#### ★ Improving the integration of technology into daily practices

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- ★ Scaffolding the language demands of assessment practices to better accommodate student special needs and thereby ensure a fair and equitable chance of success
- ★ Professional development and collaborative approaches to all aspects of planning, implementation, monitoring, assessment and reporting

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**KEY ASPECTS OF LITERACY PLAN**

LITERACY FOCUS	PEDAGOGY AND CLASSROOM ORGANISATION	ASSESSMENT AND REPORTING	STANDARDS AND TARGETS	INTERVENTION AND SPECIAL NEEDS	LEADERSHIP AND PROFESSIONAL DEVELOPMENT	COMMUNITY PARTNERSHIPS
<p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>★ Development and implementation of Whole-School Reading Program</li> <li>★ Identification of common strategies to provide linkages across each year level and between year levels</li> <li>★ Establishment of an agreed upon reading program and communication process for junior level</li> <li>★ Development of Whole-School Spelling Program.</li> </ul> <p><b><u>WRITING</u></b></p> <p>Development and implementation of Whole-School Writing Program.</p>	<p>Daily reading</p> <p>Guided reading</p> <p>Opportunities to interact with print, oral and multimedia texts and apply 4 Resources Model;</p> <p>Development of comprehension skills;</p> <p>Link between reading continuum indicators and planning</p> <p>One-on-one reading (minimum 3 x per week)</p> <p>Genres embedded in outcomes units.</p>	<ul style="list-style-type: none"> <li>• Whole-School tracking system</li> <li>• Linked to IEP</li> <li>• Possible tools – check lists, work samples, anecdotal information, diagnosis sheets, digital profiling, language, and communication process.</li> <li>• Common assessment devices</li> <li>• Developmental, continua in areas of spelling, reading, writing and oral language.</li> <li>• Written report at the end of each Semester</li> </ul>	<p>To meet or exceed established benchmarking on school data.</p> <p>Base/essential literacy standards or skills are identified and set as requirements rather than minimum standards.</p> <p>All stakeholders to use a common reading, language and communication process.</p> <p>Focussed literacy teaching and data collection.</p> <p>Parent, Staff, Student satisfaction of goals.</p>	<p>Early intervention of base literacy levels and skills.</p> <p>Ongoing identification of students progress and achievements – focussing on at risk students, and initiating program adjustments where applicable.</p> <p>Opportunities for all stakeholders to plan and review together – 1 day per Term.</p> <p>Programs incorporated into teachers daily planning.</p>	<p>Concept of sharing and working in teams as a professional development strategy.</p> <p>Cooperative planning across year levels and Key Learning Areas.</p> <p>Teacher-Aide professional training.</p> <p>Leadership training of School Year Level Coordinator.</p> <p>Workshops for parents and community partners and volunteers.</p> <p>Teacher sharing sessions:</p> <ul style="list-style-type: none"> <li>• Best practices</li> <li>• Successful programs</li> </ul> <p>LDC: Staff-in-Service</p>	<p>LDC</p> <p>Maintenance and continual development of tutoring teams across the School.</p> <p>Initiate and support networking strategies that will encourage the school community to engage in professional development practices and dialogue.</p>

**KEY ASPECTS OF LITERACY PLAN**

LITERACY FOCUS	PEDAGOGY AND CLASSROOM ORGANISATION	ASSESSMENT AND REPORTING	STANDARDS AND TARGETS	INTERVENTION AND SPECIAL NEEDS	LEADERSHIP AND PROFESSIONAL DEVELOPMENT	COMMUNITY PARTNERSHIPS
<p><b><u>LISTENING AND SPEAKING</u></b></p> <ul style="list-style-type: none"> <li>★ Development of Whole-School Listening and Speaking Program.</li> <li>★ Listening behaviours and skills</li> <li>★ Differentiated resource driven strategies for opportunity and development of communication/ speaking abilities and skills</li> <li>★ Early Childhood Program for Oral Language</li> </ul>	<p>Teachers and Tutors to have a sound knowledge of Support-a-Talker program.</p> <ul style="list-style-type: none"> <li>• Maintain a team structure in planning programs</li> <li>• Common language for teachers and students</li> <li>• Explore use of Literacy coordinator</li> <li>• Knowledge of benchmarks across all year levels and ability groups</li> <li>• Uninterrupted daily literacy block</li> <li>• Teacher and teacher-aide timetable to reflect integration of Literacy Block</li> <li>• Maximise Human Resources in the classroom</li> </ul>	<p>Refer to page 30</p>	<p>Refer to page 30</p>	<p>Refer to page 30</p>	<p>Refer to page 30</p>	<p>Refer to page 30</p>

**KEY ASPECTS OF LITERACY PLAN**

<b>LITERACY FOCUS</b>	<b>PEDAGOGY AND CLASSROOM ORGANISATION</b>	<b>ASSESSMENT AND REPORTING</b>	<b>STANDARDS AND TARGETS</b>	<b>INTERVENTION AND SPECIAL NEEDS</b>	<b>LEADERSHIP AND PROFESSIONAL DEVELOPMENT</b>	<b>COMMUNITY PARTNERSHIPS</b>
<p><b><u>VIEWING</u></b></p> <p>Development and implementation of a Whole-School Viewing Program (would link with reading program)</p> <ul style="list-style-type: none"> <li>• Library focus</li> <li>• Technology</li> </ul> <p><b><u>OUTCOMES BASED EDUCATION</u></b></p> <p>A Literacy focus to drive integration of Key Learning Areas.</p>	<ul style="list-style-type: none"> <li>• Ability rather than class groups</li> <li>• Focus on student engagement</li> <li>• Community partnerships</li> <li>• Streamlined genres</li> <li>• Thinking skills linked with literacies</li> <li>• Linked with technologies</li> <li>• Modelled lessons</li> <li>• Daily listening and speaking activities</li> <li>• Life-skills related to listening and speaking opportunities</li> </ul> <p>Construct units of work with a focus on Literacy incorporated in curriculum documents.</p>	<p>Refer to page 30</p>	<p>Refer to page 30</p>	<p>Refer to page 30</p>	<p>Refer to page 30</p>	<p>Refer to page 30</p>

## **WHOLE SCHOOL LITERACY IMPLEMENTATION PLAN**

1. Literacy plan is considered as a work in progress.
2. Staff comment and feedback.
3. Staff develop working teams.
4. People responsible for various aspects must be identified.
5. Strategies included and include:
  - Evaluation of current practices – retain best practices, develop new strategies;
  - Teachers identified the need to focus on lifelong literate learners;
  - Group planning sessions to develop literacy programs for each of the various strands and skills required;
  - Whole staff contribution to identifying common language and practices that best suit our situation;
  - Planning for provision of ongoing professional development;
  - Development of classroom teams ..... parent and community partners.
6. Teacher outcomes:
  - Teachers will use a common language
  - Teachers will have knowledge of: all programs relevant to their area (accessing workshops and professional development), benchmarks, assessment and recording procedures, expectations and standards
  - Teachers will link all literacy planning and strategies to Elearning planning, incorporating Bloom's Taxonomy and Multiple Intelligences.
  - Teachers will plan, provide and maintain supportive classroom environments.
  - Teachers will value and support all community partners and enhance classroom programs by promoting successful partnerships.
  - Teachers will have sound knowledge in the planning an implementation of OBE.
  - Teachers will have knowledge in reporting on student outcomes.
7. Budget Alignment
8. Planning, Program development and surveys continuing development and implementation – 2003.

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## **PARTNERS FOR SUCCESS (AND LINKAGES)**

The Kumbari Avenue School – Gold Coast has only a very small number of ATSI students (usually one or two). A small amount of funding is received through Government grants. School personnel participate in local ASSPA activities etc. as relevant and appropriate to the very small number of students involved.

The students themselves are fully integrated and assimilated within the school's programs and activities. All students at the school are intellectually impaired and student outcomes are monitored through the IEP process. There have never been any issues involving discrimination of racism among our student population.

A formal contract, as such, has not been written. This is seen as unnecessary given the nature of the school and its student population. However, the school often involves itself with local indigenous activities etc. Also staff remain fully cognizant of the need to:

- Encourage mutual understanding, trust and respect between schools and Aboriginal and Torres Strait Islander Communities;
- Improve all student outcomes;
- Maintain a shared responsibility with the community to create the conditions for continuous improvement.

In terms of linkages, all student goals and planned curriculum outcomes are integrated through the IEP and Unit Planning process.

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**BUILDING SUCCESS TOGETHER: *The Framework for Students at Educational Risk (AND LINKAGES)***

The objectives of this policy do not marry with the realities of the student population. The policy is aimed, primarily, at more students successfully completing Year 12 and attaining that or equivalent qualifications.

The Kumbari Avenue School – Gold Coast students are more at a ‘Quality-of-Life’ risk than an educational risk. The nature of the disabilities within the student population will preclude all of them from high level, academic attainments.

Notwithstanding, the school has created and will maintain a safe, tolerant, disciplined environment within which our young people prepare for transition to community life.

Linkages with curriculum etc. are extremely complex and difficult. This is the reason that the school conducts the Senior Education Training Plans (Transition) process in order to attempt to pave the way for the students’ emerging in community life at the best possible level. The IEP process and Unit/Subject planning activities are aimed at leading or promoting the student towards a ‘quality-of-life’. In other words, our purpose is to provide positive and useful experiences of schooling, as well as a range of post-school options and capabilities in students’ own employment (if possible), lives and relationships.

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## **RESOURCES FOR SECTION A**

- Inclusive practices
- Literate futures
- Partners for Success
- Building Success Together: *The Framework for Students at Educational Risk*
- New Basics: Curriculum Organisers and Rich Tasks
- QSA Syllabi
- Integration of ICT in teaching and learning
- Destination 2010: *The draft action plan to implement Queensland School Education – 2010*
- Productive Pedagogies: [http://education.qld.gov.au/publicmedia/reports/curriculum-framework/productive\\_pedagogies/](http://education.qld.gov.au/publicmedia/reports/curriculum-framework/productive_pedagogies/)
- Queensland School Reform Longitudinal Study Teacher Summary
- District Team Workshop Facilitation Kits
- Productive Pedagogies Classroom Reflection Manual (available through districts, when district strategy is implemented at school/cluster level)
- Position and Guidelines on Assessment and Reporting for Years 1 – 10 QSA
- Queensland School Reform Longitudinal Study Teacher Summary
- Learning and Development Centres – Literacy; Technology; Maths, Science and Technology; Gifted and Talented
- Years 1 – 10 Curriculum Framework for Education Queensland Schools  
<http://education.qld.gov.au/publicmedia/reports/curriculum-framework>
- Queensland School Reform Longitudinal Study  
<http://education/qld.gov.au/publicmedia/reports/curriculum-framework/qsrjs>
- Centre for Studies on Inclusive Education – Inclusion website  
<http://www.inclusion.org.uk>
- Drug Education website  
<http://education.qld.gov.au/health-safety/promotion/drug-education/>
- Curriculum Exchange  
<http://education.qld.gov.au/tal/curriculumexchange/>
- New Basics Project  
<http://education.qld.gov.au/corporate/newbasics/>

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## **SECTION B**

### **Teaching Strategies**

The Kumbari Avenue School – Gold Coast will focus on developing improved and productive Pedagogies. Our involvement in New Basics Orientation and Information will assist the process. However, the school is not a 'New Basics School'. Enhancing student outcomes will involve:

- Developing and using productive approaches to classroom pedagogy and assessment.
- Providing effective leadership within the school.
- Enhancing the professionalism and our professional learning community of teachers.

### **ELEMENT OF PRODUCTIVE PEDAGOGIES**

#### **Intellectual Quality**

##### **★ Higher-order thinking**

Is higher order thinking occurring during the lesson?  
That is, is there evidence of conceptual depth, not merely content?

##### **★ Deep knowledge**

Does this lesson cover operational fields in any depth, detail or level of specificity?

##### **★ Deep understanding**

Do the work and response of the students provide evidence of depth of understanding of concepts or ideas?

##### **★ Substantive conversation**

Does classroom talk lead to sustained conversational dialogue between students, and between teachers and students, to create or negotiate understanding of subject matter?

##### **★ Knowledge as problematic**

Are students critiquing and second-guessing texts, ideas and knowledge?

##### **★ Metalanguage**

Are aspects of language, grammar and technical vocabulary being foregrounded?

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### Connectedness

★ **Knowledge integration**

Does the lesson integrate a range of subject areas?

★ **Background knowledge**

Are links with students' background knowledge made explicit?

★ **Connectedness to the world**

Is the lesson, activity, or task connected to competencies or concerns beyond the classroom?

★ **Problem-based curriculum**

Is there a focus on identifying and solving intellectual and/or real-world problems?

### Supportive Classroom Environment

★ **Student direction**

Do students determine specific activities or outcomes of the lesson?

★ **Social support**

Is the classroom characterised by an atmosphere of mutual respect and support among teacher and students?

★ **Academic engagement**

Are students engaged and on-task during the lesson?

★ **Explicit quality performance criteria**

Are the criteria for judging the range of student performance made explicit?

★ **Self-regulation**

Is the direction of student behaviour implicit and self-regulatory?

### Recognition of Difference

★ **Cultural knowledges**

Are non-dominant cultural knowledges valued?

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★ **Inclusivity**

Are deliberate attempts made to increase the participation of the range of students?

★ **Narrative**

Is the style of teaching principally narrative or is it expository?

★ **Group identity**

Does the teaching build a sense of community and identity?

★ **Active citizenship**

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## **OTHER INFLUENCES**

### **1. Excellence in Pedagogy in Inclusive Education**

Excellence in Pedagogy is ensured through:

- ★ A school focus in which the organisational structure supports students with disabilities and considers the needs of all students.
- ★ An educational focus in which the student is recognised as an individual challenged educationally and afforded dignity.
- ★ A classroom focus in which programs are needs-based, child-centred, individually planned, appropriate and relevant and non-discriminatory.

### **Philosophy and Practice that:**

- ★ PROMOTES THE WORTH OF THE INDIVIDUAL

#### **Quality Indicators**

- being sympathetic and sensitive to feelings and needs of others
- recognising personal growth and development
- caring for individuals as an important part of education
- advocating for the special needs of all individuals

- ★ INVOLVES PARENTS IN THE EDUCATION PROCESS

#### **Quality Indicators**

- establishing processes to facilitate parent input
- giving recognition to parent skills, values, ideals
- giving due consideration to parents' perceptions, desires and concerns
- recognising the value of parenting programs

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★ HAS A BROAD CONCEPT OF EDUCATION

**Quality Indicators**

- viewing education as a life-long process
- distinguishing between ‘education’ and ‘schooling’
- viewing special education in context of broader education issues
- viewing education in broad social, political and economic environments
- stressing student growth irrespective of disability and level of skill
- advocating for education in the community

★ HAS A POSITIVE APPROACH

**Quality Indicators**

- addressing issues and concerns from the public arena
- encouraging progress
- having personal qualities of cheerfulness, caring, cooperation, self-confidence, wide knowledge base, alertness and persistence

★ RECOGNISES PARTNERSHIPS WITH OTHER PROFESSIONS

**Quality Indicators**

- appreciating the need for expertise from a range of professionals (particularly as severity of disability increases)
- establishing teams and a variety of operational modes
- having a knowledge of other disciplines

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**Methodology and Teaching Practices that:**

**★ RECOGNISES PARTNERSHIPS WITH OTHER PROFESSIONS**

**Quality Indicators**

- using a programming process involving:
  - information gathering
  - analysis and determination of program options
  - negotiation of program options with parents, and where appropriate with students
  - goal specification
  - program design
  - setting up the network for implementation
  - implementing the program
  - review
- drawing on student interest for content, illustrations, applications
- providing and using a broad range of learning environments
- having knowledge of student characteristics
- understanding a normal child development and atypical development reflected in program
- using chronological age-appropriate activities

**★ HAS A SOUND KNOWLEDGE OF TEACHING AND LEARNING METHODOLOGY**

**Quality Indicators**

- matching child skills and teaching offerings
- matching teaching styles to learner needs
- emphasising learner needs to generate teaching processes

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- using activity analysis, task analysis and database decision making in teaching techniques
- using systemic instruction
- using appropriate concrete experiences, real life situations and hands-on approaches
- using technology appropriately
- ensuring social validity of goals, teaching processes and outcomes
- seeking to achieve generalisation in learning
- using a wide array of adults and others to model, teach and to enhance learning

★ **USES EFFECTIVE TEACHING AND MANAGEMENT TECHNIQUES**

**Quality Indicators**

- developing routines and procedures
- maximising learning time and time 'on task'
- fostering a high level of student involvement
- maintaining a non-threatening environment for each student
- using a variety of approaches and resources
- making the objectives, sequence of learning experiences and intended outcomes explicit for all involved in the program
- deploying professionals, aides and volunteers effectively

★ **USES A RANGE OF ASSESSMENT TECHNIQUES TO MONITOR STUDENT PROGRESS**

**Quality Indicators**

- understanding goals and purposes of assessment
- using appropriate techniques
- recognising, gathering and using appropriate data to measure behaviour or to evaluate outcomes
- developing student profiles

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**Ensures Outcomes in which:**

★ STUDENT QUALITY OF LIFE IS MAXIMISED

**Quality Indicators**

- seeking maximum levels of comfort and safety and the appropriate control of stress
- normalising the environment and daily routine
- providing appropriate levels of stimulus
- striving for optimum student independence and control of own circumstances
- positive reaction by the student
- providing an appropriate balance of awareness and mastery activities

★ STUDENT PROGRESS AND SKILL DEVELOPMENT IS EVIDENT

**Quality Indicators**

- maintaining currency of IEP and Unit Planning
- maintaining student individual progress in Core Learnings
- checking performance on tasks
- maintaining student records and progress (criteria stated and progress measured in relation to objectives)
- analysing and interpreting test results
- making decisions based on data

★ STUDENT RESPONSE TO THE PROGRAMS PROVIDED IS POSITIVE

**Quality Indicators**

- willing involvement
- showing enthusiasm

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- showing pleasure and happiness
- expressing feelings of satisfaction
- striving to achieve to maximum capacity`
- managing frustration

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## **2. Effective Learning and Teaching**

This school remains committed to ensuring that all students are provided with the opportunity to obtain a comprehensive, balanced and equitable education.

Such an education promotes the holistic development of each individual, and ensures that students are provided with opportunities to prepare them for their present and future life roles.

Central to our role is the continuous task of exploring ways to improve learning and teaching. To further promote effective learning and teaching, five guiding principles should guide the development and implementation of quality learning programs at The Kumbari Avenue School – Gold Coast. These principles are expected to underpin learning and teaching practices across all areas of our schooling:

- **The Principles of Effective Learning & Teaching are as follows:**
  - are founded on an understanding of the learner;
  - require active construction of meaning;
  - enhance and are enhanced by a supportive and challenging environment;
  - are enhanced through worthwhile learning partnerships;
  - shape and respond to social and cultural contexts.

Although stated separately, the five principles are inter-related and some explanatory points apply to more than one principle. In essence, the principles emphasise the need to:

- understand the learner;
- understand the learning process;
- provide a supportive and challenging environment;
- establish a worthwhile learning partnership;
- shape and respond to a variety of social and cultural contexts.

- **Assumptions:**

The principles are based on the following assumptions:

Every person is a learner –

- learning is an ongoing and lifelong process

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- people learn within social and cultural contexts, independently and through interaction with others
- what is learned depends on the way it is learned and with whom it is learned
- the vital aspects of teaching include identifying the ways others learn best and extending the ways they learn, creating learning opportunities and evaluating learning outcomes
- principles of effective learning and teaching provide the basis for ongoing improvement of learning and teaching practices.

These assumptions suggest that the learning teaching process is multifaceted in terms of what is learned, how it is learned and the roles of participants.

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## **SECTION C**

### **Curriculum Planning, Assessment and Reporting Guide**

#### **Curriculum Planning**

- All schools are required to provide all students with opportunities to develop the knowledge, understanding and skills deemed to be core learnings. Schools may elect to offer other learnings for some or all students.
- Not all of the ‘core learning outcomes’ (CLO) listed in syllabuses are core learnings required by the *Years 1 – 10 Curriculum Framework*. Each school’s curriculum plan should indicate the selection of syllabus CLOs to be addressed during periods specified by the school (consistent with Policy Point 8 of the framework).
- In endorsing the quality of a school’s curriculum plan, The Executive Director (Schools) will take account of the range and balance (across Key Learning Areas and Strands, and within Strands) of the core learning outcomes selected.
- Schools are able to organise, schedule and deliver learning experiences to meet the needs of their students and the demands of their community. This includes the integration of core learnings into distinctive modules, units of work or Individual Education Plans.

#### **Assessment**

- Teachers should gather and record sufficient valid evidence to support reliable judgements about student performance across the range of core learnings included in the plan.
- Evidence can come from formal assessment of a representative sample of planned core learnings to support more extensive informal assessments made throughout teaching and learning.
- Teachers are not required to use syllabus CLOs as assessment criteria or descriptors of standards.

#### **Reporting**

- Schools should develop the format and content of their report in consultation with parents/carers and the wider community. It should be clear, useful and easy to interpret. These characteristics are often associated with reports that are concise.
- It is not necessary for reports to refer to syllabus outcomes not included in the curriculum plan; give results on each individual CLO; include information on each individual learning outcome assessed; assign an aggregate or summary “level” to a student’s performance.
- Reports (in the agreed format) must be provided to parents/carers at least once per Semester.
  - Education Queensland will develop processes for supporting, encouraging, recognising and disseminating exemplary reporting practices used by schools.

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### **Assessment – Using an Outcomes Approach**

**Nature:** Assessment is an integral part of the learning/teaching process. It provides us with information about knowledge, skills, attitudes and processes that relate to the learner. The focus of assessment needs to be on the level of achievement attained.

Assessment, using the same strategy, should take place **on a number of occasions**. The fact that a child performs the task accurately on one occasion does not necessarily mean that he/she will perform it accurately, or in the same way, on another occasion.

Assessment of any particular area of performance should be carried out **across a number of different environments**, not just that of the school. In this way it is possible to see if a child can generalise his/her skills and learning across a range of different contexts. The environment used should reflect those in which the child currently operates (eg. home, community, school).

**Purpose:** The purpose of assessment is to:

- monitor, validate and improve teaching effectiveness;
- identify what is known and level of knowledge, as well as provide opportunity for students to demonstrate what they know;
- enhance curriculum renewal, learning/teaching practices and school programs;
- report to parents, students, school and system (provide data for accountability, efficient resource management and the wider school community);
- provide information in a variety of forms upon which evaluation can be made;
- provide students with feedback so they can be affirmed in what they know and work for improvement;
- provide information for the ascertainment process.

**Principles (Source: *The Report of the Assessment and Reporting Taskforce November 2001*)**  
**The Assessment and Reporting Framework within the Queensland context must:**

1. recognise curriculum, pedagogy and assessment as inter-related and independent;
2. recognise planning for curriculum, pedagogy and assessment as a collegial and corporate activity at school and system level;
3. recognise assessment as an ongoing and integral part of the teaching and learning process;
4. assert that assessment is a key element of professional practice;

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5. recognises that informed teacher judgement is at the heart of assessment;
6. attend to learning outcomes that are agreed to be common across schools and students as well as those that are agreed to by schools in association with their communities;
7. support assessment and reporting practices that are responsive to difference;
8. recognise that assessment provides evidence to inform decisions at both school and system level;
9. support standards-referenced judgements about student learning outcomes;
10. ensure that reported judgements of student achievement are defensible and comparable, based on sound evidence and a shared understanding of standards;
11. enable readily interpretable reports to parents/carers about individual student learning outcomes;
12. enable readily interpretable reports to the community about the learning outcomes of groups of students;
13. support thoughtful and informed initiatives, and not hinder innovation; be practicable and sustainable.

**For assessment to be effective, it should:**

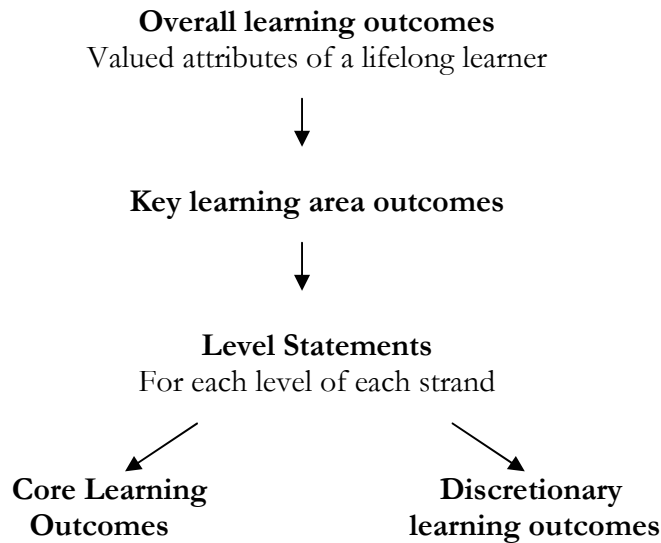
- focus on students' demonstrations of learning outcomes
- reflect equity principles
- be comprehensive
- develop students' capacities to take responsibility for their own learning and to monitor their own progress
- take account of individual learners
- be an integral part of the learning/teaching process
- be valid and reliable

**The assessment process involves:**

- providing students with multiple opportunities in a range of contexts to demonstrate learning outcomes
- gathering and recording evidence about students' demonstration of learning outcomes
- using the evidence to make overall judgements about students' demonstrations of learning outcomes

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### Hierarchy of Outcomes:



### Overall learning outcomes:

The overall learning outcomes characterise a lifelong learner. They are grouped under the headings of the valued attributes of a lifelong learner:

- *a knowledgeable person with deep understanding*
- *a complex thinker*
- *a creative person*
- *an active investigator*
- *an effective communicator*
- *a participant in an interdependent world*
- *a reflective and self-directed learner*

### Key learning and area outcomes:

Key learning area outcomes highlight:

- the uniqueness of the key learning area
- what student should know and be able to do with what they know as a result of 12 years of schooling in that key learning area
- the contribution of the key learning area to lifelong learning

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**Core learning outcomes:**

- describe those learnings that are considered essential for all students
- describe what students know and do with what they know as a result of planned learning experiences
- are presented in order of increasing complexity
- all students must be provided with opportunities to demonstrate the CLO's during the compulsory years of schooling

**Discretionary learning outcomes:**

- describe what students know and can do with what they know beyond what is considered essential
- indicate additional contexts or areas of learning
- are considered desirable
- not expected that these will be demonstrated by all students
- assist teachers in broadening the understandings of students who have already demonstrated the CLO's.

**Purpose of learning outcomes:**

Learning outcomes have a dual role:

- to inform curriculum planning
  - what to learn
  - how to learn
- to be a framework for assessment

**Level statements:**

- provide a conceptual framework for the development of learning outcomes
- can be used to develop a range of individualised learning outcomes
- students demonstrating understandings at Foundation Level

**Example learning outcomes:**

- are provided for Foundation Level for all key learning areas
- link with the sequence of core learning outcomes in Levels 1 to 6

(The first set of example learning outcomes (F.1) aligns with the first core learning outcomes at Level 1 (1.1) in each of the respective strands)

**Elaborations:**

- are lists of possible contexts, contents and activities through which students might demonstrate learning concerns
  - assist teachers in their planning for learning, teaching and assessing students at this level
  - are not learning outcomes
  - are neither core nor mandated
  - are not intended to be exhaustive and are not intended as checklists
  - provide examples only and it is not expected that all aspects of the elaborations will be addressed by all students
  - are not goals for students' IEP's
  - should link the school/class curriculum program and students' IEP goals.
- Teachers are required to maintain student folios with assessment samples under the Key Learning Areas or Subject Areas.
- The developmental continua have also been prescribed for this school as one of the assessment devices to use to record student performance. Teachers are required to complete these proformas, review annually and file them in the folio "box".
- Teachers should ensure that as new students are enrolled they have the appropriate sections added to the folio boxes.

**EVALUATION**

**Nature:** Evaluation is ongoing. It considers the students' performance and the teacher's reflection of the learning and teaching process

**Purpose:** Evaluation assesses the negotiated goals of the individual plans and programs.

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## **SECTION D**

### **Individual Education Planning (IEP) and Reporting**

**Nature:** Reporting is the process for informing all stake-holders and is an integral component of the learning/teaching process by providing reliable, valid and relevant feedback for future consideration and planning.

**Purpose:** Reports – formal or informal, inform parents/caregivers on IEP goals, general development and curriculum achievements.

Reports are compiled to assist the ascertainment process.

Reports are compiled to provide relevant information for other professionals or agencies.

- I. Semester reporting occurs in June and December. It provides comments on the students general progress in Key Learning Areas/Subject Areas and school programs.
- II. IEP reporting occurs in March and provides information on the actual outcomes achieved for each goal as well as setting the next series of goals.
- III. Timeframes for writing of goals and reporting back:
  - All goals are priority goals and are due for submission in the IEP in March
  - The IEP Review and Reporting Sheets are completed at the same time as the new IEP's are drafted, in November and submitted in March with the 'New' IEP
- IV. The entire completed IEP booklet is to be submitted as the specified time. Pages 2 to 5 are not for distribution to parents etc., these pages will be detached and returned to the teacher/coordinator after submission. The IEP itself, pages 6 onwards, will then be processed in the usual fashion.
- V. The Senior Education Training Plan is completed for **only** those students who are 14½ years of age and/or in the Senior School

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**PROFESSIONAL SUPERVISION – CHECKLIST (Figure 4)**

**\*Teacher checks when maximum is completed and forwards signed form to Principal (Form will be returned to teacher signed off etc.) Form to be completed by 31<sup>st</sup> October each year.**

**CLASS/WORKPLACE:** ..... **Date:** ...../...../.....

**TEACHER:** ..... **OBSERVER:** .....

ITEM	CHECK ✓	COMMENTS
Timetables		
Year Level School Curriculum (Unit Planning (Planning, Implementation and Assessment – all Teachers).		
Individual Education Plans		
Student Folio (Folio Boxes – Assessment Records)		
Student Reports		
Developmental Continua		
Relief Guide		
Risk Assessment Plan Student Functional Profile		
Yellow Folders		
Classroom Behaviour Management Plan		
Individual Student Behaviour Plan (where appropriate)		
Annual Operational Plan (where separate one is applicable)		
Annual Review of Annual Operational Plan (where applicable)		
Personal/Professional Development (Teacher requests)		
Other (specify)		

**Signatures:** Principal: ..... Date: ...../...../.....

Deputy Principal: ..... Date: ...../...../.....

Curriculum Coordinator: ..... Date: ...../...../.....

Teacher: ..... Date: ...../...../.....

