

School curriculum planning guide for Prep to Year 10

Curriculum planning requirements

All schools are required to develop and maintain up-to-date curriculum plans in consultation with the school community. This planning ensures the alignment of curriculum, teaching and learning, assessment and reporting.

School leaders and teachers decide how best to plan and deliver curriculum to ensure that all students have opportunities to engage in meaningful learning. When planning, school leaders and teachers make critical decisions focused on students.

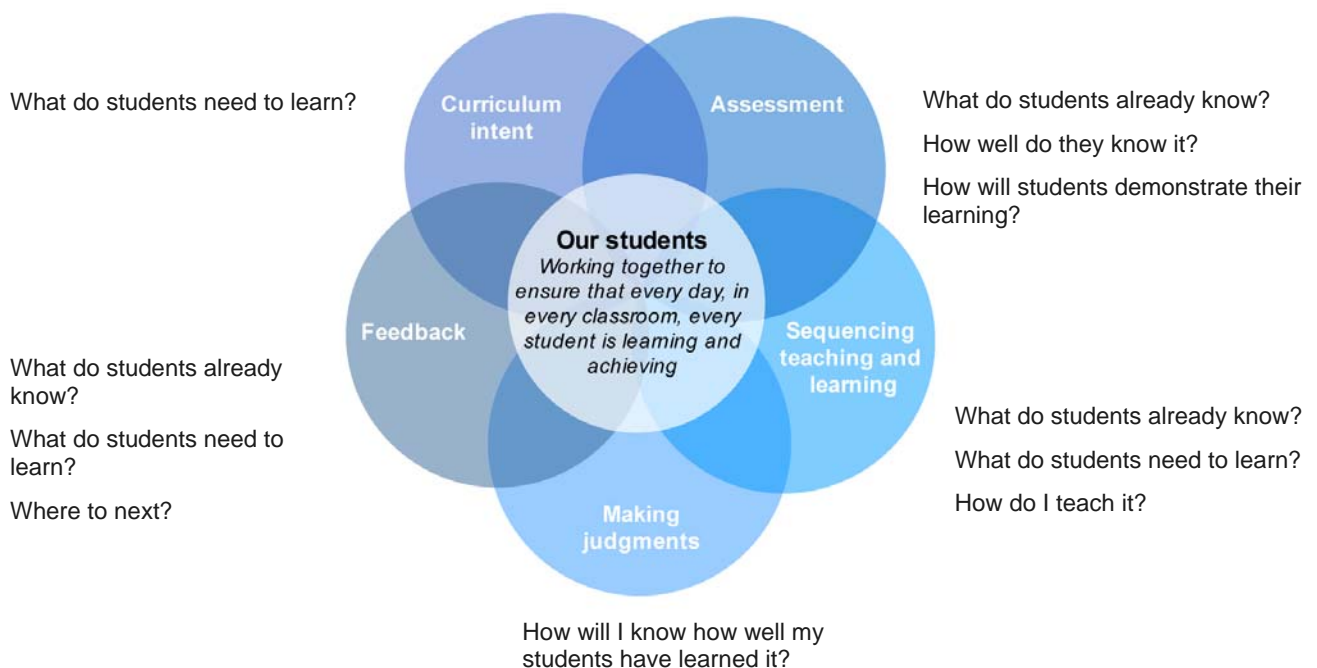
- *What do my students already know?*
- *What do they need to learn?*
- *How do I teach it?*
- *How will they demonstrate their learning?*
- *How will I know how well my students have learned it?*
- *Where to next?*

Whether planning a whole-school plan, a year level plan, a unit plan or a single lesson, these questions are fundamentally important.

Teachers can use the five *Dimensions of teaching and learning* to assist them to answer these questions.

The *Dimensions of teaching and learning* form the basis of every teacher's professional practice and support school leaders and teachers to plan and enact curriculum that meets the learning needs of the diverse range of students in their classes.

Dimensions of teaching and learning



Three tiers of planning

Curriculum planning occurs across three tiers in schools.







Considerations for each tier of planning and advice on what to document are provided below.

Whole-school planning

The **whole-school** plan is the school's strategic overview and includes curriculum, assessment and reporting plans. It is informed by state policy and priorities, and the school's context, vision and beliefs.

A whole-school plan outlines the school's current priorities and how the school addresses policy requirements. It is a working document for school administrators, and curriculum leaders, that helps them match resource allocation to the stated priorities and monitor progress towards goals. It is also a part of the school's accountability to its community and provides a basis for ongoing discussions about student achievement and refinement of curriculum provision.

The table below provides a range of questions to consider when developing or reviewing the whole-school plan.

Considerations:	Questions for consideration
1. our shared vision 	<ul style="list-style-type: none">- What do we expect of our students? What are the community's aspirations for their future?
2. how we intend to improve student achievement 	<ul style="list-style-type: none">- What does school-based assessment data tell us about our students' strengths and areas for improvement? What do systemic assessments (QCATs, NAPLAN) tell us about what we are doing well and where we need to improve?- How will we develop higher-order thinking skills?- What are our targets for improved achievement in literacy and numeracy?- Which groups of students need focused strategies? Which strategies will we use for each group? Who will be involved? How will we evaluate the effectiveness of our chosen strategies?
3. how we meet system - level requirements 	<ul style="list-style-type: none">- How do we address system requirements (specified in <i>P-12 Curriculum Framework for Queensland state schools</i> pp4-7)?
4. how we plan and organise our curriculum 	<ul style="list-style-type: none">- How do we organise the curriculum? (e.g. by learning area; across learning areas)- How do we address the mandated curriculum in all learning areas?- How do we plan the learning sequence in each learning area across and within year levels?

5. how we assess and monitor and report on the intended learning	<ul style="list-style-type: none"> - How and when will students be assessed? - How do we ensure assessment of student learning is valid, reliable and based on a representative sample of the curriculum? - How do we ensure a range and balance of assessment for each learning area throughout the school year? - How do we ensure consistency of teacher judgments? - How do we record assessment results and store student work samples or assessment materials? - What are our policies on making overall judgments on achievement for reporting?
6. our shared beliefs about quality teaching	<ul style="list-style-type: none"> - What expectations do we have of teachers in this school? - How are they supported? What professional development will help achieve our goals?
7. how our resources are allocated	<ul style="list-style-type: none"> - How do we allocate resources to support our priorities?
8. how we build our community partnerships	<ul style="list-style-type: none"> - How do we support meaningful involvement of all parents within the school community? - How do we celebrate success? - How do we build partnerships with the local community and with other schools?
9. our processes for planning and review.	<ul style="list-style-type: none"> - What are our processes for planning, review and moderation? - Who is involved? How do we support collaborative planning? - Are consistent templates used to document planning?

Year level planning

Each school needs to document the sequence of intended learning across all year levels and in each learning area. Year level plans include the scope, sequence and organisation of curriculum, teaching, learning and assessment for each year level.

This includes planning multiple opportunities across year levels for students to develop and demonstrate the intended learning.

Planning across all year levels supports continuity of learning so that students progressively build more sophisticated knowledge and skills. It also avoids unintentional repetition.

Year level plans inform classroom planning.

The following table offers questions to consider when developing or reviewing plans across year levels.

Considerations:

Questions for consideration

1. the sequence of intended learning across year levels



- Do the plans develop and consolidate the mandated curriculum across year levels? Are multiple opportunities provided for students to develop both knowledge and understanding and skills and processes (higher order thinking)?
- What are our year-by-year level expectations for literacy and numeracy?
- How do we consider cross learning area links to help students connect their learning and enrich their understanding?
- Are all school activities (e.g. excursions) chosen to maximise the intended learning for that year; and to avoid duplication within and across year levels?

2. assessment and consistency of teacher judgment linked to standards.
Monitoring of the intended learning linked to targets



- How do we ensure multiple opportunities for students to demonstrate both knowledge and understanding and skills and processes in each learning area?
- How do we monitor student progression in literacy and numeracy and when do we plan our targeted teaching in response to student achievement?
- Do we have a range and balance of assessment across learning areas and years?
- Have we planned to gather adequate evidence on which to make a judgment of student achievement in each learning area?
- Have we included times for assessment and processes to support consistency of teacher judgment?
- How do we share assessment intentions and exemplars of quality work with students and parents?
- Do we have a common format for our guides to making judgments that clarifies the features of quality expected in student responses?

3. processes for giving and using feedback



- How do we ensure active feedback partnerships between student teachers and parents?
- How do we support students to engage in self-feedback and peer-feedback and to provide feedback to the teacher?
- How do teachers engage with self-feedback and to seek feedback from colleagues, students and parents?
- How and when will productive feedback be given?
- How will feedback be used to strengthen the effectiveness of teaching practice and to inform the next steps for learning?

4. processes for planning across year levels



- Do we schedule regular times and allocate responsibilities for planning across year levels and for review?
- Have we planned for *Smart Moves*?
- Have we planned for the embedding of Cross-curriculum priorities and General capabilities in learning, including Aboriginal and Torres Strait Islander perspectives?

Classroom planning

A major challenge for teachers is to provide learning experiences that are relevant, engaging and challenging for all students so that every day, in every classroom, every student is achieving. The task of framing that classroom experience for students begins with planning the intended learning for each unit within each particular year.

Teachers beginning classroom planning through unit plans in which they identify the specific intended curriculum content, teaching strategies and approaches to assessment.

Unit plans give detailed descriptions and sequences of teaching, learning and assessment.

Teachers can use the five *Dimensions of teaching and learning* to guide classroom planning.



What curriculum?

Plan teaching and learning that aligns with the mandated curriculum. For:

Prep: *Early Years Curriculum Guidelines*

Years 1–9: *Essential Learnings*

Year 10: *Year 10 Guidelines*

From 2012, the Australian Curriculum in English, mathematics and science, and history in 2013, will replace the current curriculum for Prep to Year 10 in these respective learning areas.

These documents provide the core learning requirements for all students in Prep to Year 10



What learning?

Plan learning experiences that start from where students are at. Use feedback to find out about students' current knowledge and skills, their needs and interests as well as future learning needs and goals.

Plan for focused learning

Consider how your students learn best and use a range of teaching strategies to allow all students to explore and consolidate ideas, skills and concepts. It is also advisable to limit the length of units so as to maintain a clear focus for learning. Plan to revisit concepts and cognitive processes throughout the year. Allow time for teachers to respond to student needs.

Make connections to student knowledge

Choose a context for learning and assessment that is most relevant to the particular concepts and cognitive processes to be learned; and that is of interest to your students. Help students make connections to their prior learning within and across learning areas and to their previous experiences.

Consider how you will differentiate teaching and personalise learning to enable all students to progress their learning. For some students, this will mean extending expectations well beyond those of their year level cohort in all, or some, learning. Some students may require close monitoring and highly focused and intensive teaching for them to achieve the expected learning.

Some students with a disability, may require the year-level expectations to be adjusted. Schools must keep records of these variations to year-level expectations, including decision processes and signed parental approval.

Smart moves

Plan for students to participate in the required time allocated for physical activity.



What literacy and numeracy demands?

Literacy and numeracy skills are fundamental to successful learning, and require explicit teaching across all learning areas. Literacy is the ability to comprehend and communicate information confidently, fluently and accurately in a range of contexts. It involves reading, writing, speaking, viewing, and listening using a range of communications technologies. To be numerate is to use mathematics confidently, fluently and effectively to meet the demands of life at home, at work and in civic life.

The [*P–9 Literacy and numeracy indicators*](#) provide a year-by-year guide to the literacy and numeracy requirements embedded in the curriculum. Teachers may use the indicators to determine where students need support, and then to identify what learning the students require relevant to the learning area concepts and processes planned to be taught.

The Prep to Year 10 curriculum documents together with the *P–9 Literacy and numeracy indicators* provide a clear focus for planning and monitoring student achievement and responding to student learning needs.










What evidence of learning?

Planning the delivered curriculum also includes planning assessment to collect the evidence of the intended learning. The Prep to Year 10 curriculum documents make explicit to teachers what to teach. Standards make clear to students what they need to achieve. Students need feedback on their work and the standards supported by the elements to be assessed make the link back to the intended curriculum. Teachers use the knowledge and understanding, and skills and processes together when making judgments about student achievement. Both dimensions are important for a balanced teaching, learning and assessment program.

Quality planning helps teachers recognise, encourage, challenge and improve student learning.

The table below provides a range of questions for consideration when developing or reviewing classroom planning.

Considerations:	Questions for consideration
1. the intended learning 	<ul style="list-style-type: none"> - Are our year level plans clear and useful for teachers? - Which learning area/s will be the focus? Which concepts, facts, skills and procedures? - What are the literacy and numeracy demands in the selected learning? Are there other literacy and numeracy knowledge and skills to be developed?
2. the learning context 	<ul style="list-style-type: none"> - What do our students already know? How do they learn? What is of interest to them? - What context (topic, local or global issue, key investigation question) will be a good vehicle to help these students understand the intended learning? - Is this context purposeful and relevant for all these students? If not, how can this be overcome? - Where will students inquire, respond and reflect to develop and to demonstrate their knowledge, understanding and skills?
3. our assessment and monitoring of the intended learning 	<ul style="list-style-type: none"> - What learning are we targeting for assessment? - How will we know how well our students are learning? What evidence do we need? - How will we select strategies to address any gaps in knowledge, understanding and skills that are revealed by our monitoring? - Does our planned assessment match our school's year level plans? - Which aspects of assessment can be negotiated or adjusted to suit particular students and how? - What aspects will help students to see the task as worthwhile and meaningful? - Will there be time to revisit concepts or skills if needed?
4. how we will judge the quality of achievement 	<ul style="list-style-type: none"> - What are the task-specific elements to be assessed and the standards descriptors for assessment tasks? - Do they match and reflect the standards given in the curriculum documents? - Do they make clear to students what is required and how the quality of their work is to be judged?
5. teaching considerations 	<ul style="list-style-type: none"> - How will I build on students' prior knowledge and scaffold learning so all students develop the required knowledge and skills? - Will some students need more time? Will some students require more highly structured and explicit teaching? Will others need extension and further challenge? - What misunderstandings are likely and how will I check for them and correct them? - How will I teach the literacy and numeracy skills required by this task? - Will all students be challenged to use a range of thinking skills, draw on knowledge in sufficient depth and apply their knowledge and skills? - Will there be multiple opportunities to develop deep understanding of the selected learning? - How will I provide quality feedback to help students improve their performance?

<p>6. resources</p> 	<ul style="list-style-type: none"> - What resources will be used to support learning?
<p>7. our process for planning units.</p> 	<ul style="list-style-type: none"> - Do we coordinate and collaborate wherever possible? - Do we schedule times and allocate responsibilities for planning and reviewing units? - How can we use OneSchool to add value to our planning processes?

Curriculum planning Prep to Year 10

What is required?	Key resources	How do schools monitor student progress?	How do schools report student progress?	Policies
<p>➤ The mandated curriculum: Prep: <i>Early years curriculum guidelines</i></p> <p>Years 1–9: <i>Essential learnings</i></p> <p>Year 10: <i>Year 10 guidelines</i></p> <p><i>Note: From 2012, the Australian Curriculum in English, mathematics and science, and history in 2013, will replace the current curriculum for Prep to Year 10 in these respective learning areas.</i></p> <ul style="list-style-type: none"> ➤ 7 learning areas each year ➤ LOTE – refer Regional LOTE Education Plan ➤ Time allocation — English ➤ Time allocation — mathematics ➤ Time allocation — science ➤ Time allocation — Smart Moves 	<ul style="list-style-type: none"> • P-9 Literacy and numeracy indicators • EQ Scope and sequence Years 1-9 • QSA Scope and Sequence Guides: • Literacy and non-literacy text types, spelling, grammar • number, algebra, measurement, chance and data, space • QSA Assessment bank 	<ul style="list-style-type: none"> ➤ Ongoing monitoring ➤ In-class and school-based assessment ➤ Early intervention ➤ NAPLAN Years 3, 5, 7 & 9 ➤ QCATs Years 4, 6 & 9 	<ul style="list-style-type: none"> ➤ Twice-yearly written reports using 5-point scale ➤ QCATS Years 4, 6 & 9 ➤ NAPLAN Years 3, 5, 7 & 9 ➤ Parent-teacher interviews at least twice-yearly 	<ul style="list-style-type: none"> • P-12 Curriculum framework for Queensland state schools. • Smart Moves • Gifted and talented framework • Inclusive education CRP-PR-009 • Embedding Aboriginal and Torres Strait Islander perspectives • Curriculum activity risk management HLS-PR-012