Curriculum Plan
2016-19
Our Curriculum

Curriculum is all the planned learning that is offered and enacted by a school.

Curriculum is much more than a syllabus, and outlines what is to be taught. Curriculum is dynamic and encompasses:

- the learning environment
- learning resources
- teaching approaches and strategies
- assessment programs and methods
- the values and ethos of a school
- the relationships and behaviours among students and teachers.

These are all interconnected and provide the experiences that contribute to student learning. Curriculum can be thought of as a sequence of elements: the intended, enacted, experienced, assessed, and achieved curriculum, each one responsive to the others. A good curriculum has each of these elements. (P-12 Curriculum Framework).

The curriculum at Moura State High school is informed, directed and organised under the Queensland Department of Education and Training (DET) P-12 Curriculum Framework, National Curriculum (ACARA), Queensland Curriculum, Assessment and Reporting Framework (QCARF) and Queensland Curriculum Assessment Authority (QCAA) and ASQA.

The Moura State High School 2015 Curriculum Plan outlines the philosophy, organisation and key features of the intended curriculum, and is a dynamic, working document responsive to our curriculum, teaching, learning, assessment and reporting on a national, state and local basis. The key elements of this school’s Explicit Improvement Agenda are embedded in our curriculum plan.

Moura State High School uses the pedagogical framework of Explicit Teaching encompassing “I do, You Do, We Do” phases, providing students with a shared language across all Key Learning areas whilst also enabling the gradual release of responsibility from the teacher to the student in Senior year levels.

A camp program is currently in development for all year levels at Moura State High School.

SUPPORTING DOCUMENTS

**EQ Documents**
- Melbourne declaration (2008) on Education Goals for Young Australians
- DET Strategic Plan (Every Student Succeeding) 2014 - 2018
- P-12 Curriculum, assessment and reporting framework
- QCAA
- QCARP
- ASQA
- Junior Secondary Guiding Principles
- School Performance Reporting Review Framework (SPRRF)

**Moura SHS Documents**
- School Annual Report (SAR)
- Annual Implementation Plan (AIP)
- Explicit Improvement Agenda (EIA)
- Authority/Authority-Registered Work Programs
- VET Study Plans
- Junior Secondary Scope and Sequence
- ‘Right on Track’ Policy and Timelines
- MAND8 (3 Level Guide Reading Strategies)
- NAPLAN Plan of Attack
- School Data Plan Overview
- Class Data Profiles
Curriculum Organisation

JUNIOR SECONDARY

Junior Secondary is a new initiative from the Qld Department of Education and Training, aligned to the “Flying Start” program with Year 7 students becoming the first year of high school. At Moura State High School, Year 7 students commenced in 2015. Students in Junior Secondary will experience all key learning areas during Years 7, 8 and 9. English, Mathematics, Science and Humanities (MESH subjects) will map to the Australian Curriculum guidelines, The Arts, Design and Technology, Business, ICT, Health and Physical Education and Language Other Than English, still map to the QCARF framework. DET’s 6 Guiding Principles shape the enacted curriculum where appropriate.

SENIOR SECONDARY

Year 10 is considered a bridging year between the junior and senior secondary schooling and the curriculum aims to enable students to continue core educational experiences while increasing the focus on the skills required for their senior secondary choices. VET subjects and the opportunity to obtain school based apprenticeships and traineeships (SATs) commence offer from Year 10. Year 10 operates within both ACARA, ASQA and QCARF frameworks.

Years 11 and 12 offer a range of Authority, Authority-Registered and VET subjects with a line structure that allows students to meet OP or a non-OP needs. Individual needs are catered for with the SETP process - commenced in Year 10 which allows students, in consultation with Principal, HOD, Guidance Officer and the Right on Track Policy to individually monitor QCE attainment. Students typically take six subjects but this can be altered to five subjects if they are participating in an SAT. Students also have the option to study through Brisbane School of Distance Education if the subject is not offered at Moura SHS. All students have the opportunity to complete Year 12 with at least one Certificate II. Students participate in at least one lesson of Lifeskills or QCST preparation in Year 12, each week.

QUALITY ASSURANCE

A formal moderation system occurs within the core subjects with at least two pieces per semester cross marked by other teachers within the faculty. This quality assurance program is outlined in Year Level Overviews. Teachers in subject areas where they are the sole teacher, moderate once a term with their HOD.

MSHS has members of the QCAA panels for Visual Art, Maths A and Home Economics with application pending for Biology.

KLA ORGANISATION (Junior School)

Each subject is expected to have:

- Scope and Sequence – an overview of semester course of study. Each S&S is aligned to either the Cross Curricular Priorities and General Capabilities of the AC or QCARF.

- Year Level Plan – aligned to either ACARA or QCARF

- Unit Plans – including differentiation strategies (modifications or adjustments) G/Curriculum/Junior or Secondary Schooling

- Individual planning and school mandated class tracking systems, teacher’s personalised class tracking

TEACHER EXPECTATIONS AT MOURA STATE HIGH SCHOOL

Teachers at Moura SHS are expected to demonstrate the following pedagogical practice;

1. Teaching Pedagogy – Explicit Instruction based on research of Archer and Fleming
2. Complete Class Data Profiles for each class, by Week 3 of each semester (see sample)
3. Complete tailored unit plans which sit within intended semester curriculum plans (see sample)
4. Align assessment to Australian Curriculum (where standards are available) and align Reporting to School and Oneschool requirements
5. Apply Moura SHS Teaching strategies such as Mand8, NAPLAN of Attack, Spelling Tracker
6. Be familiar with ICP progress of adjustments and modifications for students, completed within Oneschool
Our Vision: Quality Teaching
- Explicit Instruction – embedding excellence in practice
- Informed and directed teaching to optimise student learning outcomes
- High expectations
- Effective relationships between staff and students in the learning process
- Understanding the needs of successful learners

BLOOM’S TAXONOMY
1. Design
2. Evaluate
3. Analyse
4. Apply
5. Understand
6. Remember

Every Student Succeeding
- Every child matters every day – attendance matters
- All students can learn and be high achievers

Emphasis on time on task
We must train students to remain on task:
- Working noise – limit this, should be a low tone
- Listening skills
- Focused learning
- Group work – purposeful with roles

4 Imperatives for Engagement
- Student trusts and respects teacher
- Work at level
- Work towards realising potential
- Friends at school

Primary Listening Skills
- Pay close attention to what is going on.
- Concentrate on what is being said.
- Maintain eye contact without staring.
- Don’t interrupt.
- Don’t worry about what you are going to say until s/he is finished.
- Practise active listening.

Our Givens (This is what we will focus on...)
- Relationships
- High expectations
- Presentation, school bookwork policy & handwriting
- Correction (feedback)
- Display (on classroom walls - data, teaching aids, student work)
- Classroom tone

At Moura SHS, we demonstrate excellence in pedagogy, which is researched-based (referencing Archer and Fleming) with quality teaching and learning underpinned by alignment to Bloom’s Taxonomy. Although curriculum delivery is sequential, classroom teachers are expected to include the following phases within each lesson: Lesson Intent, Success Criteria, Warm-up, I Do, We Do, You Do, Ploughback, administering school Bookwork policy. Physical check and signing of student diary as students exit class.

Within the Junior Secondary years, a tailored JS Curriculum Philosophy is applied, focusing on assessment and homework load, acknowledging the need to manage early adolescent cognitive load as transition from primary to secondary schooling occurs.
| **WARM UP**  
(Line up before entry)  
Activating prior knowledge | - Review pre-requisite skills/knowledge  
- Revise or make connections to previous/related work  
- Fast-paced and focussed, refer to wall display, flash cards, bookwork, other resources  
- Consolidate skills/knowledge every lesson – moving knowledge from short-term to long-term memory  
- Opportunities for differentiation – 30/40/30 |
|---|---|
| **LESSON INTENT** | - State purpose and goal of lesson  
- “The purpose of this lesson is to...”  
| **SUCCESS CRITERIA** | - Describes what students can do at the end of the lesson  
- Teachers decides on the complexity of the success criteria according to the students’ level of progressive understanding  
- Breaks down the lesson intent/skill set which can be covered in chunks  
- Checking for understanding that all the criteria are understood |
| **I DO**  
Explicit teaching & modelling of concept/skill | - Define concept/skill to be taught  
- Explicitly model skill/strategy being taught, demonstrating and describing concepts, verbalising thought processes using concise ‘think-out-louds’  
- Break down into clearly defined steps and/or routines  
- Often more than one demonstration is needed, students are listening, generally not writing at this point of the lesson  
- Revise and reinforce |
| **WE DO**  
Guided Practice | - Question students throughout, rehearsing critical content and steps to checking for understanding (CFU)  
- Students provided with prompts/scaffolds as they all work through the same example/s. Prompts may include instructions, visual prompts, questions, directions, clues or reminders  
- Several opportunities should be given for students to practise skill/strategy and experience success  
- Scaffolds gradually withdrawn [gradual release model) to develop student independence  
- Constant CFU throughout – successful students move to ‘You do’ and others remain at ‘We do’ |
| **YOU DO**  
Independent Practice | - Students perform skill/strategy that was modelled - individual activities that every child should be able to do independently  
- Teacher constantly CFU and providing individual feedback  
- Differentiation evident - work given at their level – teachers differentiate by providing scaffolding or working 1-on-1 or in a small group, while providing others harder examples or extension |
| **PLOUGHBACK**  
(Stand behind chair before exit)  
Review | - Review purpose, goal and critical content – students should be able to articulate what they learned or purpose of lesson, chant back steps or answer questions. Check the success criteria were met.  
- Checking For Understanding  
- Ensure every child understands skill/concept |

End of lesson

Adapted from the work of John Fleming, and Archer and Hughes (2011)
<table>
<thead>
<tr>
<th>Lesson Phase</th>
<th>BEGINNING TEACHERS</th>
<th>ESTABLISHED TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Intent</strong></td>
<td>✓ Students understand key concept and skill to be covered in this lesson</td>
<td>✓ Students understand key concept, skill &amp; context for learning – including WHY learning this is important</td>
</tr>
<tr>
<td><strong>Success Criteria</strong></td>
<td>✓ Teacher sets expectation for what students can demonstrate by end of the lesson</td>
<td>✓ Teacher sets measurable criteria to gauge student ability</td>
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<tr>
<td></td>
<td></td>
<td>✓ Teacher refers to this throughout the lesson</td>
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<tr>
<td></td>
<td></td>
<td>✓ Could include extension step/tiered Steps for Success</td>
</tr>
<tr>
<td><strong>Warm Up</strong></td>
<td>✓ Rapid recall routine is used to consolidate key unit concepts, vocabulary and skills</td>
<td></td>
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<tr>
<td></td>
<td>✓ Includes recite, recall and apply sections</td>
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<tr>
<td></td>
<td>✓ All students involved – verbally (including choral response) and/or using SMBs</td>
<td>✓ Recite, recall &amp; apply used</td>
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<td></td>
<td>✓ Aim for 30/40/30 rule (L2B, M2B, U2B)</td>
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<td></td>
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<td>✓ Warm up evolves over course of the unit</td>
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<td></td>
<td>✓ Skills focussed (may also include literacy/numeracy focus)</td>
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<tr>
<td></td>
<td></td>
<td>✓ Can incorporate a variety of questioning formats &amp; response styles (e.g. diagrams, kinaesthetic responses, compare and contrast etc)</td>
</tr>
<tr>
<td><strong>I Do</strong></td>
<td>✓ Teacher provides critical content to class in manageable ‘chunks’ prior to planned activity</td>
<td>✓ Teacher demonstration of concept/topic with routine/learning strategies class are familiar with</td>
</tr>
<tr>
<td></td>
<td>✓ Teacher models example of planned activity on board and/or deconstructs exemplar for class, including explaining why this is a good process/response</td>
<td>✓ Teacher modelling either visually or verbally but emphasis is ‘swiftly’ unless totally new topic</td>
</tr>
<tr>
<td><strong>We Do</strong></td>
<td>✓ Clearly scaffolded for student learning and staff guidance. Scaffolding across range of cues: instructional, visual, clues</td>
<td>✓ Guided practice NOT totally led by teacher</td>
</tr>
<tr>
<td></td>
<td>✓ Regular use of scaffolded strategies</td>
<td>✓ Gradual release of hands on guidance to encourage student independence…. Movement towards students doing ‘heavy lifting’ for learning</td>
</tr>
<tr>
<td><strong>You Do</strong></td>
<td>✓ Student mirror learning from teacher demonstration</td>
<td>✓ High degree of differentiation evident as students learn relatively independently</td>
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<tr>
<td></td>
<td>✓ Lesson phase punctuated with whole of class CFU.</td>
<td>✓ Ongoing CFU all students</td>
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<tr>
<td></td>
<td>✓ Introduction of differentiated learning</td>
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<tr>
<td><strong>Plough Back</strong></td>
<td>✓ Essential feedback for teacher and learner</td>
<td>✓ Essential feedback for teacher and learner</td>
</tr>
<tr>
<td></td>
<td>✓ Measured back to Success Criteria</td>
<td>✓ Measured back to Success Criteria</td>
</tr>
<tr>
<td></td>
<td>✓ Clear checking for Understanding of skill/concept</td>
<td>✓ Clear checking for Understanding of skill/concept</td>
</tr>
<tr>
<td><strong>Compulsory at Exit</strong></td>
<td>✓ Diary signed/stand behind chair/neat and tidy room</td>
<td></td>
</tr>
</tbody>
</table>
**INDIVIDUAL CLASS PROFILE**

**AIM:** Create an overview/snapshot of student capabilities

**PURPOSE:** To inform and guide teaching practice to maximise student outcomes + to measure distance travelled in student learning across course of semester study

**TIMELINES:** Completion by Week 2 of each semester, updated & reviewed twice per semester (Approx. Weeks 5 & 8)

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**Teacher:**

**Semester 1 or 2**

(please circle)

**Year Level:**

**Subject:**

**COMMENT**

[Enter brief 1 line summary note of differentiation required]

<table>
<thead>
<tr>
<th>Approx LoA</th>
<th>Semester 1 or 2</th>
<th>Year Level</th>
<th>Subject</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJOR EXTENSION REQUIRED</td>
<td>Enter Student name {Surname first}</td>
<td>G &amp; T</td>
<td>S</td>
<td>W</td>
</tr>
<tr>
<td>SOME EXTENSION REQUIRED</td>
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<td></td>
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</tr>
<tr>
<td>WORKING AT LEVEL</td>
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<tr>
<td>SUPPORT NEEDED</td>
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<tr>
<td>INTENSIVE SUPPORT NEEDED</td>
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</tbody>
</table>

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**KEY:**

Ind. - Indigenous  
SRG – Student Relative Gain  
BNA – Beneath National Average

G – Positive Gain (greater than Yr 7-9 Like students)  
RG – Negative Relative Gain (green bar reflects increase but not as much as increase in like National Average)
### CURRICULUM UNIT PLAN OVERVIEW

<table>
<thead>
<tr>
<th>OUTCOMES ...consider: skill, concept, content</th>
<th>Bloom’s Level</th>
<th>Knowledge/Skills Developed</th>
<th>IMPROVEMENTS AND AMENDMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of this unit, students will be able to:</td>
<td>Create/Design</td>
<td>Generating new products, ideas or ways of doing things</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Evaluate</td>
<td>Judging the evidence to make and justify a decision</td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Analyse</td>
<td>Identifying the component parts of an issue, situation or object</td>
<td></td>
</tr>
<tr>
<td>Concept</td>
<td>Apply</td>
<td>Applying new skills, rules, and concepts to related and new situations</td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT ( eg mode, length)</td>
<td>Understand</td>
<td>Showing understanding of words, concepts, cause and effect and “reasons for”</td>
<td></td>
</tr>
<tr>
<td>LITERACY &amp; NUMERACY SKILLS</td>
<td>Remember</td>
<td>Recall information, facts and data</td>
<td></td>
</tr>
<tr>
<td>APPLICATION 3 LEVEL GUIDE</td>
<td>CRITICAL WORDS</td>
<td>Content</td>
<td>Skill</td>
</tr>
</tbody>
</table>

ICT Usage
**Intended curriculum**
- Junior Secondary Framework
- Year 10 Guidelines
- QCAA Senior Syllabus and Study Area Specifications
- QCARF – Queensland Curriculum Assessment and Reporting Framework
- ACARA Australian Curriculum – P-10
- Literacy Framework & P - 9 Literacy Indicators
- Numeracy Framework P- 9 Numeracy Indicators
- ICT Expectations (EQ and/or ACARA)
- Embedding Indigenous Perspectives (EATSIPS)
- Teacher Weekly, Unit, Term and Yearly Plans
- Annual Improvement Plan, School Annual Report
- Education Queensland P-12 Curriculum Framework
- Explicit Improvement Agenda (EIA) for MSHS
- DPPs and AITSL Standards

**Achieved Curriculum**
- Data analysis of Local, State, National testing
- QCE/ OP
- Reporting - Term 1, Term 2, Term 3, Term 4
- Goal setting – SET Plan,
- Year 12 Individual tracking and Action Plans
- Student Performance interviews
- Parent Teacher interviews
- School Opinion Survey data
- Guidelines for Reporting Student Achievement

**Assessed Curriculum**
- A-E assessment and reporting
- Ongoing in-class assessment and monitoring
- QCAA, QCARF and ACARA guidelines
- Whole School Profiling
- NAPLAN pre-testing
- PROBE, Torch Pat R or and Pat M
- The Right on Track policy and procedures monitor and support
- Student verification and moderation
- Moderation – school based quality assurance
- QCS test

**Enacted curriculum**
- Whole School Data Tracking framework
- Explicit teaching pedagogical framework
- The Essential Learnings and Ways of Working
- ACARA knowledge and skills descriptors
- NAPLAN Whole School Plan of Attack
- 3 Level Reading Guide
- Mand8 Strategies
- Right On Track
- Higher Order Thinking and Teaching Strategies
- High Yield Pedagogies
- Student Engagement
- Collaborative Planning
- Peer Support and Coaching Program
- ICTs Pedagogical Certificate and I License
- Blooms Taxonomy
- Gifted and Talented/Project X program
- Inclusive Education guidelines

**MOURA STATE HIGH SCHOOL**
MSHS is big enough to offer a versatile curriculum but small enough to care for a wide range of students.

**Junior Secondary Philosophy & Senior Secondary Philosophy**
Striving today to build tomorrow

**MSHS Values**
- CALM
- COURTEOUS
- QUIET
- IMMEDIATE

**School Profile:**
- Band 8
- Years 7 - 12 on Campus
- 2015 Enrolment of 161 students in a rural/remote

**Experienced curriculum**
- The Arts – instrumental, band,
- Sport – School (Volleyball, Western 7s), District, Capricornia
- Student Support Services; Welfare and Learning Support Teams
- School-based traineeships and apprenticeships (SATs)
- Distance Education off-line learning
- NAIROC Day
- Camp program
- Special Education Unit/Integration
- Community Links – Relay for Life
- University Links
- QMEA Partner
- Homework Club
# Moura State High School Assessment Plan

<table>
<thead>
<tr>
<th>YEAR</th>
<th>A-E FORMATIVE AND SUMMATIVE ASSESSMENT</th>
<th>DIAGNOSTIC</th>
<th>MENTORING</th>
<th>NAPLAN</th>
<th>QCS TEST</th>
<th>VETiS ASSESSMENT</th>
<th>PARENT COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>A-E Reporting Terms 1 and 3 Semesters 1 and 2 QCARF – unit alignment as per Curriculum planners. Australian Curriculum alignment</td>
<td>Initiated Term 1 and tracked Weeks 4 &amp; 9 of each term</td>
<td></td>
<td>Pre-testing cycles</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Assessment Tasks as per Australian Curriculum or QCAA or QCARF</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Assessment Tasks as per Approved Work Programs – QCAA</td>
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<tr>
<td>10</td>
<td>Assessment Tasks as per Australian Curriculum or QCAA or QCARF</td>
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</tr>
<tr>
<td>11</td>
<td>September Verification February Moderation</td>
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</tr>
<tr>
<td>12</td>
<td>Individualised Action Plans per student</td>
<td></td>
<td></td>
<td>1 lesson/week preparation program FULL PRACTICE TESTS Terms 2 + 3 QCS TEST</td>
<td></td>
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</tr>
</tbody>
</table>

**Whole School Processes:**
1. Class Data Profiling commencement of each semester, each subject for every teacher
2. Project X for Junior Secondary U2B students
3. Year 12 Summary Data Tracking
4. Assessment Planners are distributed to students each semester, posted in newsletter
# MOURA SHS NAPLAN Plan of Attack

<table>
<thead>
<tr>
<th>Area for Improvement</th>
<th>Strategies for Improvement</th>
<th>Timelines for implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>School wide signature Implement 3 Level Guide (Instructional Template) Rollout embedded within EI 3 phases of lesson Term 1 Trial of Mand8 strategies eg Skimming and Scanning, Predicting Discussion at staff meeting to share</td>
<td>Milestone measures Fluency checks by Teacher Aides each term to gauge rate of improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intended Reading Plan for term, Humanities 2 pieces for term English 3 per term Maths 1 per term Art 1 per term</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>- One additional lesson per week assigned to developing writing skills (Which will be supported by English curriculum and other KLA’s) - Using differentiated bookmarks to support student development. - Key vocabulary dashboard preparation - Writing pre-test and post-test to gauge writing growth - Practiced student ability to brainstorm and write beginnings in short time frame. - Students engaged in a weekly writing session. Progressive feedback provided by staff on positives and area for improvement. - Students self-mark own work and peers using student friendly criteria sheets. - Vocabulary and word bank building / Spelling dictionary journal log / Impressive writing through adjectives and adverbs. - Modelling of good writing through reading examples.</td>
<td>Start units (Pre-test) Year 9 NAPLAN stim Finish Units (Pre-test) (Year 9 NAPLAN stim Staged implementation of bookmarks / brainstorming techniques, writing blitz technique, self-marking Criteria. Weekly writing feedback by writing teacher.</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>- 5 week intense JS levels - Supported by repetition in Common RRR Support of key rules in core curriculum subjects. - 2x 5 week blocks of intensive in care. - Basis for rules based NAPLAN data identified deficiencies.</td>
<td>Week 1-5 Term 1 Week 1-5 Term 2</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>- Establish word bank or use pre-existing from NAPLAN. - Maths - English – Humanities – Science (5 words)/week. - First lesson (Prior to warm up) Spelling - 5 words term 1 in MESH subjects - Benchmarks shown in Spelling Tracker - Word bank prior to the warm up.</td>
<td>Term by term and culminates end of year with year level award at Awards Night</td>
</tr>
<tr>
<td></td>
<td>- Green – orange – red traffic lights for student results. - acknowledgement (Certificates) Lunches - Track in Excel per class. - House vs house spelling bee explore&gt;&gt;&gt;Winning House gets an Ice block?? Rate of improvement. - Students will put their number to their name.</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>∞ Numeracy in Care ∞ Warm-up include numeracy across all subjects where possible ∞ Yr 7/8/9 Naplan practice sheets to be completed in Maths/Num ≥ once per week , followed by remediation/extension ∞ Yr 7 complete Unit 1 then NAPLAN only for Term ½ up to Naplan Test ∞ Yr 9 do NAPLAN style only in curriculum intent until 15/05/14 ∞ Additional teacher support wherever possible to enable small group work</td>
<td>Term 1 – close COB 2015</td>
</tr>
<tr>
<td>Year</td>
<td>Key Strategy focus</td>
<td>How it works</td>
</tr>
<tr>
<td>------</td>
<td>--------------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| Year 7 | Stage 1: Reading Strategies (Focus: Accessing texts)  
Reading Steps (Skim and Scan) Making predictions  
Stage 2: Reading Comprehension (Focus: Understanding texts) | Stage 1: MSHS MAND8 of Reading Strategies. (Refer to MAND8 appendices)  
All staff must utilise the steps when accessing any text.  
Stage 2: 3 Level Guide | HoD JS: Support staff training re reading strategies process  
Teaching staff: Utilise strategy when accessing any text. | Each MSHS MAND8 strategy addressed as weekly focus (Refer to DOC (Create) Plan)  
3 level guide used to promote comprehension of all texts. |
| Year 8 | Stage 1: Reading Strategies (Focus: Accessing texts)  
Reading Steps (Skim and Scan) Making predictions  
Stage 2: Reading Comprehension (Focus: Understanding texts)  
Stage 3: Reflecting on texts (Making connections to own beliefs and real world) | Stage 1 Strategy: MSHS MAND8 of Reading Strategies. (Refer to MAND8 appendices)  
All staff must utilise the steps when accessing any text.  
Stage 2 Strategy: 3 Level Guide  
Stage 3 Strategy: Connections & Comparisons Journal (C&C) | HoD JS: Support staff training re reading strategies process  
Teaching staff: Utilise strategy when accessing any text. | |
| Year 9 | Stage 1: Reading Strategies (Focus: Accessing texts)  
Reading Steps (Skim and Scan) Making predictions  
Stage 2: Reading Comprehension (Focus: Understanding texts)  
Stage 3: Reflecting on texts (Making connections to own beliefs and real world) | Stage 1: MSHS MAND8 of Reading Strategies. (Refer to MAND8 appendices)  
All staff must utilise the steps when accessing any text.  
Stage 2 Strategy: 3 Level Guide  
Stage 3 Strategy: Connections and Comparisons Journal (C&C) | HoD JS: Support staff training re reading strategies process  
Teaching staff: Utilise strategy when accessing any text. | |

Age developmental increment of complexity of texts being read and accessed. Level of student autonomy and level of differentiation for students increased.
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<tr>
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<td>Writing lesson (1x) per week.</td>
<td>- 7 Steps to writing success P.D (And Website)</td>
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<td>Narrative writing Weeks 1-7 (Term 1)</td>
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<td>Narrative (Term 3)</td>
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<td>Term 2 – Narrative</td>
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<td>- Weekly writing tasks in response to stimulus.</td>
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<td>Term 3 – Persuasive</td>
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<td>Persuasive Writing Weeks 8 to 10 (Term 2) and weeks 1-4 (Term 2)</td>
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<td></td>
<td>- Weekly writing tasks in response to stimulus.</td>
<td>- Students need targeted feedback to celebrate success and to target areas of growth.</td>
<td>7 and 9 English teachers will need support to show link in preparation for NAPLAN.</td>
<td>Term 3 &amp; 4 will compliment prevailing English lessons</td>
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# Moura SHS Spelling focus Strategy

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<tr>
<td></td>
<td>- Spelling rules: Care group Rapid Recall Responses (Weekly)</td>
<td>1. Revise and categorise exiting care warm up PPTs and procedures to fit plan.</td>
<td>HoDs – Review data / Identify cohort needs for spelling / plan approach to these needs / Work with teaching staff and learning support teacher to develop program to implement/ Developing testing and tracking process for use with staff. Teaching Staff – Embed rules within KLA RRR lessons (3x per week) Test students and track progress.</td>
<td>Term 1 – (Wk 1-5) Spelling Rules Term 1 (Wk 6-10) Grammar and Punct Term 2 (Wk 1-5) Numeracy Repeat 5 week Care focus</td>
</tr>
<tr>
<td></td>
<td>- Support by English and other KLA’s by embedding weekly focus in RRR for subject areas (Suggest English, Humanities and HPE) Numeracy could be supported by Science and electives.</td>
<td>2. Review NAPLAN instrument responses to determine the key spelling rules and grammar needs to be covered for this cohort.</td>
<td>3. Develop a word bank (Suggested list provided on PDF for year levels)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Weekly spelling word focus – Homework and tested each week briefly in class.</td>
<td>4. P.D staff on process overview and the key words needed.</td>
<td></td>
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<tr>
<td></td>
<td>- Class displays of impressive words, synonyms and spelling rules.</td>
<td>5. Provide students and staff with simple testing method for key words and rules and track these results.</td>
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**Age developmental increment of complexity of texts being read and accessed. Level of student autonomy and level of differentiation for students increased.**

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<tr>
<td></td>
<td>- Spelling rules: Care group Rapid Recall Responses (Weekly)</td>
<td>Suggested Spelling rules (Based on General NAPLAN needs) Students need to know (Prefix – Base Word – Suffix -)</td>
<td>HoDs – Review data / Identify cohort needs for spelling / plan approach to these needs / Work with teaching staff and learning support teacher to develop program to implement/ Developing testing and tracking process for use with staff. Teaching Staff – Embed rules within KLA RRR lessons (3x per week) Test students and track progress.</td>
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<td>- Support by English and other KLA’s by embedding weekly focus in RRR for subject areas (Suggest English, Humanities and HPE) Numeracy could be supported by Science and electives.</td>
<td>1. How to add suffix ED to base words</td>
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<td>- Weekly spelling word focus – Homework and tested each week briefly in class.</td>
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<td>3. How to add ly to base words</td>
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<td></td>
<td></td>
<td>4. Adding suffixes that start with a vowel (ING, EST)</td>
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<td></td>
<td></td>
<td>5. Silent’ E’ Rule</td>
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**Age developmental increment of complexity of texts being read and accessed. Level of student autonomy and level of differentiation for students increased.**

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<td></td>
<td>- Spelling rules: Care group Rapid Recall Responses (Weekly)</td>
<td>Students will need strategies such as:</td>
<td>HoDs – Review data / Identify cohort needs for spelling / plan approach to these needs / Work with teaching staff and learning support teacher to develop program to implement/ Developing testing and tracking process for use with staff. Teaching Staff – Embed rules within KLA RRR lessons (3x per week) Test students and track progress.</td>
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<td>- Support by English and other KLA’s by embedding weekly focus in RRR for subject areas (Suggest English, Humanities and HPE) Numeracy could be supported by Science and electives.</td>
<td>1. How to find or narrow down a misspelled word in sentence.</td>
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<td>- Weekly spelling word focus – Homework and tested each week briefly in class.</td>
<td>2. Choosing words that best suit a sentence (From a selection of 4)</td>
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<td></td>
<td>- Class displays of impressive words, synonyms and spelling rules.</td>
<td>Resource: Refer to Northern Territory NAPLAN language and conventions PDF document for key rules and advice for teachers. (Emailed to Kate and Ian)</td>
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### Year 7
- **Grammar and Punctuation: Care group Rapid Recall Responses (Weekly)**
- Support by English and other KLA’s by embedding weekly focus in RRR for subject areas (Suggest Electives to support embedding in warm up)
- Weekly Grammar/ rule focus – Homework and tested each week briefly in class.

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#### Term 1 Spelling Rules
- Term 2 – Grammar and Punctuation
- Term 3 – Numeracy
- Term 4 – Apply rules from Terms 1-3

### Year 8
Grammar needs based on General NAPLAN needs:
- Need to know what a **clause** is.
- Need to be able to identify Nouns / Verbs / Adverbs / Adjectives
- Use of pronouns (He – She – They etc)
- Correct sentence punctuation (Capital – Comma, Full Stop, Dialogue / Question marks)
- Practice checking if sentences are correct in multiple choice situations.
- Cohort specific needs will need to be focused on for 7s and 9s in term 1 and 2.

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# MOURA STATE HIGH SCHOOL NUMERACY FOCUS

## Focus

### Core Skills
- Efficient calculator use
- Order of Operations
- Integers - +/-
- Fractions/decimals/percentages
- 2D shapes
- Units of measurement
- Unit conversion, including squared
- Perimeter & area
- Algebra – like terms
- Simplifying expressions
- 1-step equations

### Specialised Skill areas
- Algebra – deep understanding of intent of algebra – introduction to letters not shapes as variables
- Deconstructing text to identify solutions to word problems – practice in each numeracy lesson
- Mathematics lessons will have a NAPLAN focus in Term 1 & 2 until after NAPLAN. Make NAPLAN style questions in ACARA topic to suit

### Signature Strategy for Numeracy lesson
- Pre-test (no more than 10 questions) in each Numeracy lesson on a singular topic – tests prepared for each term as relevant to weekly focus area
- Remediation / extension as result of individual test outcomes
- Post-test (same 10 questions from start of lesson – gauge improvement).
- NAPLAN-style focus

### Year 7
- Order of Operations
- Integers - +/- with operations
- Perimeter/area/volume
- Fractions/decimals/percentages
- 2D 3D (inc. pyramids)
- Units of measurement
- Unit conversion, including squared
- Perimeter & area
- Algebra – like terms
- Simplifying expressions
- 1, 2 & 3-step equations

### Year 8
- Algebra – deep understanding of intent – focus on being comfortable in using algebra and expressing word problems algebraically through factorising, expanding and recognising like terms.
- Deconstructing text to identify solutions to word problems – EVERY numeracy lesson will have this element inbuilt.

### Year 9
- Algebra – deep understanding of intent – focus on being comfortable in using algebra and expressing word problems algebraically through factorising, expanding and recognising like terms.
- Deconstructing text to identify solutions to word problems – EVERY numeracy lesson will have this element inbuilt.

## Other
- NAPLAN – ‘Fun afternoon’ approx. 2 weeks prior to NAPLAN. Practical reinforcement of area/perimeter
## Curriculum at Moura SHS

### A. Year Level Curriculum Plan

#### 1. Junior Secondary Literacy & Numeracy Plan of Attack

- **LITERACY**
  - Reading Focus: Strategies, fluency & comprehension
  - Writing Focus: Prewriting, rough draft & final draft
- **NUMERACY**
  - Number and Place Value
  - Operations and Algebraic Thinking

#### 2. Literacy & Numeracy strategies prioritised by unit

- Literacy topics: Reading, writing, listening, and speaking
- Numeracy topics: Numbers, operations, and algebra

#### 3. Subjects outlined with links to ACARA/QCAR achievement standards

### B. ACARA Year Level Overview and Assessment Plan

#### 1. C2C Year Overview for subject, including assessment overview and links to achievement standards and cross curricula priorities – this plan may be adapted (sequence of units) to suit school context and/or cohort learning needs

#### 2. Provides the link between ACARA/C2C/QCAR requirements and enacted school curriculum

### C. Individual Unit Plans

#### 1. School based unit plan identifying outcomes, literacy and numeracy skills, embedded reading strategies, key vocabulary and incorporation of ICT and other resources

#### 2. Unit plan outlines key teaching strategies using a Bloom’s Taxonomy framework to ensure that higher order thinking skills are being explicitly planned and taught

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**Year Level Curriculum Plan**

1. Junior Secondary Literacy & Numeracy Plan of Attack
2. Literacy & Numeracy strategies prioritised by unit
3. Subjects outlined with links to ACARA/QCAR achievement standards

**ACARA Year Level Overview and Assessment Plan**

1. C2C Year Overview for subject, including assessment overview and links to achievement standards and cross curricula priorities – this plan may be adapted (sequence of units) to suit school context and/or cohort learning needs
2. Provides the link between ACARA/C2C/QCAR requirements and enacted school curriculum

**Individual Unit Plans**

1. School based unit plan identifying outcomes, literacy and numeracy skills, embedded reading strategies, key vocabulary and incorporation of ICT and other resources
2. Unit plan outlines key teaching strategies using a Bloom’s Taxonomy framework to ensure that higher order thinking skills are being explicitly planned and taught