

REPORTING Continued

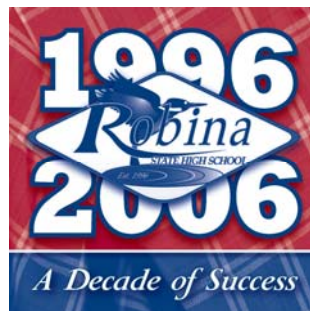
The Characteristics of the Reporting System:

- ❖ Reportable assessment data will be the students attainment of a grade on a scale from A – E. Assessment data will be entered into each students profile on an ongoing basis, with profiles kept via a database of each students achievement from all KLA's
- ❖ Reports will include information regarding:
 - The students level of achievement (A – E) in the current reporting period
 - Teacher comments relating to student understanding of classwork
 - Teacher comments regarding student attitude and participation
 - Student absence data

What...Who...When:

- ❖ Reporting to students will be ongoing (*ie after each assessment item*)
- ❖ Reporting to parents will be quarterly, with the mid-semester report focussed mainly on the social and developmental aspects of the student and the end-semester report delivering a comprehensive picture of the student's academic achievement. Semester 1 reporting is linked to formal Parent-Teacher Interview Evenings
- ❖ The end of semester report will utilise GRAPE software for the creation of the report. The report will have a main page covering a summary of the student's performance in all subjects studied. The reverse side of this page will contain general information to assist parents in interpreting the report information

TIME FRAMES:
Ongoing: Seek feedback and modify as required



Robina State High School

YEAR 8-10 CURRICULUM PLAN 2006





CORE AIMS / ASPIRATIONS

Our School curriculum will:

- ◆ *increase intellectual engagement and relevance in Years 8-10*
- ◆ *strengthen learning and teaching in the middle years of schooling*
- ◆ *demonstrate embedded languages and core curriculum elements from the QCS test as preparation for the rigours of senior schooling*
- ◆ *conceptualise and develop multiple pathways through school into changing workforces and tertiary studies*
- ◆ *engage with relevant futures scenarios and technologies*

Opportunities to Demonstrate Core Learning Outcomes will be provided for all students

The curriculum will be presented as follows:

| Year | Major Level | Also provide: |
|------|--------------------------------------|--|
| 8 | 5 | additional learning opportunities for students who have not yet demonstrated Level 3 & 4 outcomes and those able to demonstrate understandings at Level 6 |
| 9 | 6 | <ul style="list-style-type: none"> • additional learning opportunities for students who have not yet demonstrated Level 4 & 5 outcomes and those able to demonstrate understandings at Beyond Level 6 • embedded literacy outcomes across all KLA tasks |
| 10 | Pre-11/12 (including Beyond Level 6) | a readiness for students to move into multiple pathways available in Years 11 & 12: (eg QSA, SAS, <i>integrated TAFE, integrated excellence with Tertiary</i>) This entails offering subjects that are precursors to senior subjects and students making choices about courses of study at the end of Year 9 |

TIME FRAMES:

2006: OBE for all subjects +Maths KLA syllabus implemented for Yr 8 / Yr 10 Structure refined

2007: Maths KLA syllabus implemented for Yr 9 / Yr 10 courses reviewed

REPORTING

Reporting is effective when:

- *Planning a whole-school approach to reporting is done in consultation with the school community*
- *Report recipients have regular opportunities to receive and discuss information about student progress and achievement*
- *Reporting includes verbal, numerical, graphical and ranking descriptors of performance*
- *Teachers are committed to recording student progress and achievement in all mandated areas of study*

The Purposes of Reporting:

- ❖ Recognise, acknowledge and give credit for what students have achieved and experienced
- ❖ Contribute to students' personal development and progress, improving motivation, providing encouragement, and increasing their awareness of strengths, weaknesses, opportunities and basis for intervening in problems in learning
- ❖ Assist schools and the system in identifying the potential of their students and identifying how well the curriculum, pedagogy and assessment enable students to develop academic and social skills
- ❖ Assist students and their parents/carers to determine future educational and employment pathways
- ❖ Account for the achievements of the school to the public and to the system
- ❖ Provide opportunities for teachers and administrators to talk about individuals' and groups' progress and about possible interventions and curricular approaches

ASSESSMENT

Effective assessment is ensured in that it is designed to:

- focus on students' demonstrations of learning outcomes
- be comprehensive
- develop students' capacities to monitor their own progress
- reflect current knowledge of child and adolescent development
- be an integral part of the learning process
- be valid and reliable
- reflect social justice principles

The Purposes of Assessment

at Robina High School are to:

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

TIME FRAMES:

OBE Assessment:

2006: Audit Yr 8

2007: Audit all

Literacy Assessment:

2006: All Subjects

Techniques and Instruments to be used:

- ❖ **Techniques** for gathering evidence include observation, consultation and focused analysis of student demonstrations of learning outcomes
- ❖ Assessment **instruments** include, but are not restricted to, assignments, oral work, demonstrations, practical work and tests

What will be Assessed:

- ❖ Each assessment item will endeavour to allow students to demonstrate ability at **ALL** of the levels 4, 5 and 6
- ❖ Literacy assessment is to be integrated into assessment instruments
- ❖ Student achievement is to be reported back to students at the completion of each assessment item

Learning and Development Requirements for Teachers:

- ❖ Moderation day to share best practice relating to assessment practices

Core Learnings for all students will be KLA core learning outcomes for all strands in all KLA's as described in QSCC syllabi (within the parameters set out in the Years 1–10 Curriculum Framework for EQ Schools Policy and Guidelines)

- ♦ Subjects will be developed when they show they are covering the Core Learning Outcomes from one or more of the KLA syllabi and can attract a viable number of students
- ♦ The curriculum will be organised to allow students to choose one subject from each of the 8 KLA's
- ♦ The Time allocations (35 min lessons) for Years 8 & 9 will be as follows:

| | English | Maths | HPE | Science | SOSE | The Arts | Technology | LOTE |
|------|---------|-------|-----|---------|------|----------|------------|------|
| Yr 8 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 |
| Yr 9 | 6 | 6 | 4 | 4 | 4 | 4 | 4 | 4 |

- ♦ Increase of 1 lesson for Year 9 English and Mathematics to address literacy and numeracy issues (proviso: improvement in standards is an outcome of programs introduced in this instruction time)
- ♦ As Year 9 LOTE is not compulsory, this 'KLA Line' is available for students to enhance subjects from the QSCC Subject Area Syllabuses, with the following provisos:
 - Subjects must cover outcomes from a QSCC Subject Area Syllabus
 - Subjects cannot be a 2nd offering of outcomes that are offered under a 'KLA line' such that students do not studying an 'overlapped' curriculum
- ♦ Year 8 Computing as a subject remains in the curriculum, with input into the program provided from across the school - to address student IT literacy, allowing all subjects to use technology as a teaching and learning tool

Records (that are comprehensive, accurate and up-to-date) of the student achievement will be maintained

- ♦ The database that allows direct data entry by staff will be enhanced
- ♦ The database will link directly to the student reporting process

TIME FRAMES:

2006: Design of Year 10 assessment results database (Lifestyle Management and The Arts to join program)

PEDAGOGY

Teaching strategies will promote the following:

- intellectual quality
- global and local connectedness
- supportive social environments
- recognition of difference



Intellectual quality supported by extra tutorials and opportunities to meet practitioners

The school will embrace an **Array of Teaching Strategies.**

Our approach to teaching and learning:

- ◆ Integration of IT into all curriculum areas
- ◆ Recognition of difference/Inclusive practices are employed across all KLA's – eg using Gardiner's Multiple Intelligences, Integration of LD and PI students, etc
- ◆ Embedded Literacy strategies across all KLA's as per the Literacy Plan
- ◆ Productive Pedagogies as a framework for Teaching and Learning strategies
- ◆ Pedagogical practices designed to support an OBE framework and improve literacy skills of students

Effective Teaching Strategies

will prepare students for current and prospective demands of new economies, new social institutions, and increasingly diverse communities and complex cultures

Our Plan for Pedagogical reform:

The Productive Pedagogies:

- ❖ PD of all staff

TIME FRAMES:
2006 -2008

TIME FRAMES:
2006 - 2007

Development of Collaborative Professional Teams:
Moderation Day (Sept Student Free Day):

- Internal (Focus: Jnr School Outcomes Based Education OBE)
- Feeder Primary Schools (Focus: Literacy/OBE)

Use of Information Technology:

- ❖ As per Information Communication Technologists Plan
- ❖ TCAs (Technical Curriculum Advisers):
 - To support IT as a teaching and learning tool – across all KLAs
 - Provide ongoing PD
 - Model and support implementation of best practice
 - Develop resources

TIME FRAMES:
Ongoing: Implement ICT Plan

Social Development and Participation:

- ❖ Extra-curricular activities are embedded within the Care program and faculty curriculum programs
- ❖ Development and refining of excellence programs:
 - Consolidation of Arts specialisation – Yr 8 Music / Visual Arts / Performing Arts streaming
 - Accelerated pathways for Yr 10 into Yr 11 subjects
 - Year 8 and 9 streaming

TIME FRAMES:
2006

2006

Ongoing
Ongoing