Implementing the Australian Curriculum

In June 2010, the Minister for Education and Training Geoff Wilson announced that the State, Catholic and Independent school sectors had agreed on a staged approach to the implementation of Phase 1 of the Australian Curriculum F(P)–10 in Queensland.

In 2014, schools in Queensland have been directed to:
- continue to implement the Australian curriculum in English, mathematics, science and history
- begin implementation of the Australian curriculum: Geography
- begin the familiarisation process for the Australian curriculum: The Arts (to be implemented in 2015)

**Implementation in 2014 means:** planning, teaching, assessing and reporting in English, maths, science and history across the year level/s using the Australian Curriculum.

In 2014, Sunshine Beach State School staff will implement the Australian Curriculum in English, mathematics, science, history and geography through a process of adapting and adopting the available Curriculum into the Classroom (C2C) suite of resources developed by Education Queensland.

**Recommended time allocations per week for English, mathematics, science, history and geography in 2014:**

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</table>

TOTAL HOURS IN A WEEK: 24 hours 10 minutes
NAPLAN 2014

The NAPLAN test dates for 2014 are:
- Tuesday 13 May
- Wednesday 14 May
- Thursday 15 May

NAPLAN 2015

The NAPLAN test dates for 2015 are:
- Tuesday 12 May
- Wednesday 13 May
- Thursday 14 May

Australian Curriculum: English

All teachers at Sunshine Beach State School have the responsibility to assist students to acquire the essential knowledge, understandings and skills in English that they will require for active, informed participation in school and beyond.

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

Aims in English

At Sunshine Beach State School, we aim to ensure that students:
- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

At Sunshine Beach State School, teachers are expected to:
- Be familiar with the Australian Curriculum: English available at: http://www.australiancurriculum.edu.au/English/Rationale
- Implement/ adapt the C2C English Units available on OneSchool. [Please note that the suggested teaching sequence and supporting resources are provided as a starting point. It is up to each individual teacher to
determine which resources are used and to what extent. This should be determined on the basis of the needs of the students in the class.

- **Timetable** the teaching of English for a **minimum** of 7 hours (Years Prep-3) and 6 hours (Years 4-7) each week
- Identify students’ prior knowledge, skills and understanding through **pre-testing** and analysis of existing data
- Differentiate learning to cater for the individual learning needs of students in your class
- Implement **C2C assessment tasks** and provide opportunities for students to demonstrate their knowledge, understandings and skills in all areas of English and moderate these tasks each term twice a term to achieve consistency in teacher judgements across classes
- Explicitly teach reading, writing, spelling and grammar
- Explicitly teach Spelling through using a combination of C2C explicit teaching weekly focus areas, the Sunshine Beach SS Individualised Spelling word and words from their own writing.
- Collect evidence of student knowledge, understanding and skills in all areas of English

**Sunshine Beach Mathematics Program Overview**

At Sunshine Beach State School, mathematics is an integral and highly valued component of the curriculum. Students identify and explore mathematics concepts through active investigation of real-life situations involving mathematics. They understand that mathematics can help them to make meaning of their world. When learning about mathematics, students recognise that there are particular ways of working with concepts in mathematics. Students also recognise that there are particular facts and procedures required for knowing and understanding in mathematics. Students and teachers value mathematics as a way of investigating, thinking, reasoning and relating to real-life situations.

Mathematics is a way of making sense of the world. The mathematics Key Learning Area helps students to know about mathematics, know how to do mathematics, and know when and where to use it. All people need the capacity to make sense of and be critical about numerical information. To achieve this they need a disposition to think and act mathematically, and the confidence and intuition to apply mathematical concepts to explore and solve everyday problems that confront them.

Skills needed for mathematics include mental computation and deep understandings of how numbers work. They also require meta-cognitive/higher order skills such as reflection, analysis, estimation, justification, synthesis and communication skills. These skills are needed to describe each of these in appropriate language and format, and are learned through working mathematically. The ways of working will be used to provide guidance of what students will be expected to do.

At Sunshine Beach State School, mathematics is seen as a dynamic field of study. Students from our Prep Year to students in Year 7 will be led to discover the power and place of mathematics, both as a discipline, as it relates to learning in each of the other Key Learning Areas, and in our everyday encounters at work and play outside school.

**Numeracy — our view**

Mathematics and numeracy are **not** the same thing.

To be numerate is to use mathematics effectively to meet the general demands of life at home, in paid work, and for participation in community and civic life. In school education, numeracy is a fundamental component of learning … across all areas of the curriculum. It involves the disposition to use, in context, a combination of

- underpinning mathematical concepts and skills from across the discipline
- mathematical thinking and strategies
Numeracy within the mathematics classroom is identifying the mathematics in a context relevant to the student. The teacher’s role is to provide students with the skills and confidence to use the mathematics they have identified. In applying and using this mathematics, independently and outside the mathematics ‘lesson’, students demonstrate numerate behaviour. In the early phase, numeracy is primarily about teaching children the skills they need to give them confidence in using mathematics — an essential ingredient if students are to be numerate. Teachers should also model this confidence at every opportunity.

It is also essential for classroom teachers to teach mathematics in ways that instil the confidence and attitudes needed to choose and use mathematics outside the mathematics lesson. They do this by creating an environment that encourages risk-taking, doesn’t solely focus on right and wrong answers (tick-cross approaches), and engages students in activities, discussions, explorations and investigations where deep learning is promoted and where children have fun.

Where this doesn’t occur, children might know a lot of mathematics — or procedures to ‘get sums right’ — but might not be numerate because they don’t have the confidence to draw on this knowledge when not directed to by a teacher.

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Where this doesn’t occur, children might know a lot of mathematics — or procedures to ‘get sums right’ — but might not be numerate because they don’t have the confidence to draw on this knowledge when not directed to by a teacher.

**Balanced Numeracy**

At Sunshine Beach State School we examine a Balanced Numeracy Approach. The importance of Number facts, Problem Solving, Investigation and Content (Curriculum) based skills and knowledge contribute to the overall development of each and every mathematician.
Australian Curriculum: Science

All teachers at Sunshine Beach State School have the responsibility to assist students to acquire the essential knowledge, understandings and skills in science that they will require for active, informed participation in school and beyond.

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.
Aims in science

At Sunshine Beach State School we aim to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live

- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things

- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions

- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims

- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions

- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science

- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Teachers at Sunshine Beach State School are expected to:


- At planning/ unit familiarisation stage refer to and complete the Curriculum Activity Risk Planner located in the 2014 Curriculum Overview folder in G drive G:\Coredata\Curriculum\2014_Curriculum_Overview\CurriculumRisk Assessment to identify any associated hazards/ risks within lessons/units

- Implement/ adapt the C2C Science Units available on OneSchool. [Please note that the suggested teaching sequence and supporting resources are provided as a starting point. It is up to each individual teacher to determine which resources are used and to what extent. This should be determined on the basis of the needs of the students in the teacher’s class].

- Timetable the teaching of science for 1 hour (Years Prep-2). 1.75 hours (Years 3-6) 2.5 hours (Year 7) each week

- Clearly communicate (articulate and display) learning goals in science to students

- Identify students prior knowledge, skills and understanding through pre-testing

- Implement C2C assessment tasks and provide opportunities for students to demonstrate their knowledge, understandings and skills in all areas of science

- Collect evidence of student knowledge, understanding and skills in all areas of Science

- Apply agreed standards to student work for the purposes of assessment

- Provide ongoing feedback to students on their learning

- Participate in professional conversations and Moderation activities to achieve consistency in teacher judgements across classes

- Report on student progress two times a year using an agreed 5-point scale
2014 C2C Science Unit Overview:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>Prep  Unit 1: Our living world</td>
<td>Unit 2: Our material world</td>
<td>Unit 3: Weather watch</td>
<td>Unit 4: Move it, move it</td>
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<td>1  Unit 1: Living adventure</td>
<td>Unit 2: Material madness</td>
<td>Unit 3: Changes around me</td>
<td>Unit 4: Light and sound</td>
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<td>2  Unit 1: Mix, make and use</td>
<td>Unit 2: Toy factory</td>
<td>Unit 3: Good to grow</td>
<td>Unit 4: Save planet Earth</td>
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<td>3  Unit 1: Is it living?</td>
<td>Unit 2: Spinning Earth</td>
<td>Unit 3: Hot stuff</td>
<td>Unit 4: What’s the matter?</td>
</tr>
<tr>
<td>4  Unit 1: Here today gone tomorrow</td>
<td>Unit 2: Ready, set grow!</td>
<td>Unit 3: Properties matter</td>
<td>Unit 4: Fast forces</td>
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<tr>
<td>5  Unit 1: Survival in the Australian environment</td>
<td>Unit 2: Our place in the solar system</td>
<td>Unit 3: Now you see it</td>
<td>Unit 4: Matter matters</td>
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<tr>
<td>6  Unit 1: Making changes</td>
<td>Unit 2: Energy and electricity</td>
<td>Unit 3: Our changing world</td>
<td>Unit 4: Life on Earth</td>
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<tr>
<td>7  Unit 1: Water - waste not, want not (continued)</td>
<td>Unit 3: Moving right along - exploring motion</td>
<td>Unit 5: Heavenly bodies</td>
<td>Unit 7: Organising organisms</td>
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<tr>
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<td>Unit 4: Moving right along - applications in real systems</td>
<td>Unit 6: Sensational seasons</td>
<td>Unit 8: Affecting organisms</td>
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</tbody>
</table>

Australian Curriculum: History

All teachers at Sunshine Beach State School have the responsibility to assist students to acquire the essential knowledge, understandings and skills in history that they will require for active, informed participation in school and beyond.

History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.
The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students’ appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia’s distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia’s diverse society.

**Aims in history**

At Sunshine Beach State School, we aim to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens

- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society

- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability

- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

**School expectations- History**

**Teachers at Sunshine Beach State School are expected to:**


- At planning/ unit familiarisation stage refer to and complete the Curriculum Activity Risk Planner to identify any associated hazards/ risks within lessons/units

- Implement /adapt the C2C History Units available on OneSchool. (Please note that the suggested teaching sequence and supporting resources are provided as a starting point. It is up to each individual teacher to determine which resources are used and to what extent. This should be determined on the basis of the needs of the students in the class).

- **Timetable** the teaching of history for a minimum of 30 minutes (years Prep-2), 1 hour (Years 3-6) and 1.25 hours (Year 7) each week or equivalent

- Identify students’ prior knowledge, skills and understanding through pre-testing

- Clearly communicate (articulate and display) learning goals in history to students

- Differentiate learning to cater for the individual learning needs of students in your class

- Implement C2C assessment tasks and provide opportunities for students to demonstrate their knowledge, understandings and skills in all areas of history

- Collect evidence of student knowledge, understanding and skills in all areas of History

- Provide ongoing feedback to students on their learning

- Participate in informal professional conversations and moderation activities to achieve consistency in teacher judgements across classes

- Report on student progress two times a year using an agreed 5-point scale
## 2014 C2C History Unit Overview:

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<tr>
<th>Grade</th>
<th>Unit 1</th>
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<tbody>
<tr>
<td>Prep</td>
<td>Exploring fabulous families</td>
<td>Tell me a story about the past</td>
</tr>
<tr>
<td>Year 1</td>
<td>Exploring this moment in time</td>
<td>Exploring yesterday and today- my grandparents, my parents and me</td>
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<tr>
<td>Year 2</td>
<td>Exploring the impact of changing technology on people’s lives</td>
<td>Exploring my local community</td>
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<tr>
<td>Year 3</td>
<td>Investigating celebrations, commemorations and community diversity</td>
<td>Exploring continuity and change in local communities</td>
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<tr>
<td>Year 4</td>
<td>Investigating European exploration and the movement of peoples</td>
<td>Investigating the impact of colonisation</td>
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<tr>
<td>Year 5</td>
<td>Exploring the development of British colonies in Australia</td>
<td>Investigating the colonial period in Australia</td>
</tr>
<tr>
<td>Year 6</td>
<td>Exploring the development of the Australian nation</td>
<td>Investigating the emergence of Australia as a diverse society</td>
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<tr>
<td>Year 7</td>
<td>Investigating the ancient past</td>
<td>The Mediterranean World – Egypt</td>
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<tr>
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<td>The Mediterranean World - Rome</td>
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</tbody>
</table>

### Australian Curriculum: Geography

All teachers at Sunshine Beach State School have the responsibility to assist students to acquire the essential knowledge, understandings and skills in geography that they will require for active, informed participation in school and beyond.

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students’ curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through
the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments produce constant changes to their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, for example, local or regional. The concept of change helps them to explain the present and forecast possible futures.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in every day life and at work.

**Teachers at Sunshine Beach State School are expected to:**

- At planning/ unit familiarisation stage refer to and complete the **Curriculum Activity Risk Planner** to identify any associated hazards/ risks within lessons/units
- Implement /adapt the **C2C Geography Units** available on [OneSchool](http://www.oneschool.com.au). [Please note that the suggested teaching sequence and supporting resources are provided as a starting point. It is up to each individual teacher to determine which resources are used and to what extent. This should be determined on the basis of the needs of the students in the class].
- **Timetable** the teaching of Geography for a **minimum** of 30 minutes (years Prep-2), 1 hour (Years 3- 6) and 1.25 hours (Year7) each week or equivalent
- Identify students’ prior knowledge, skills and understanding through pre-testing
- Clearly communicate (articulate and display) learning goals in history to students
- Differentiate learning to cater for the individual learning needs of students in your class
- Implement **C2C assessment tasks** and provide opportunities for students to demonstrate their knowledge, understandings and skills in all areas of history
- Collect evidence of student knowledge, understanding and skills in all areas of History
- Apply agreed standards to student work for the purposes of assessment
- Provide ongoing feedback to students on their learning
- Participate in informal professional conversations and moderation activities to achieve consistency in teacher judgements across classes
- Report on student progress two times a year using an agreed 5-point scale.

**Aims in Geography**

At Sunshine Beach State School, we aim to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

### 2014 Geography Unit Overview:

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<tr>
<th>Prep</th>
<th>Unit 1</th>
<th>Unit 2</th>
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<tr>
<td>Prep</td>
<td>What is my place like?</td>
<td>How do we care for special places?</td>
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<tr>
<td>Year 1</td>
<td>How do people use places?</td>
<td>What are places like?</td>
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<tr>
<td>Year 2</td>
<td>What is the story of my place?</td>
<td>How are people and places connected?</td>
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<tr>
<td>Year 3</td>
<td>Exploring similarities and differences in places near and far</td>
<td>Protecting places near and far</td>
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<td>Year 4</td>
<td>Exploring environments and places</td>
<td>Using places more sustainably</td>
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<td>Year 5</td>
<td>Exploring how people and places affect one another</td>
<td>Exploring how places are changed and managed by people</td>
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<td>Year 6</td>
<td>Exploring a diverse world</td>
<td>Exploring Australia’s connections with other countries</td>
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<td>Year 7</td>
<td>Water in the world</td>
<td>Place and liveability</td>
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</table>
Assessment

Information on each child’s progress is gathered from formative and summative assessment, observations, work samples and anecdotal evidence. Assessment is built into the units of work completed by the learners. Teachers in each year level moderate assessment tasks to ensure consistency of grades across that year level in each of the Key Learning Areas (KLAs).

Reporting

At Sunshine Beach State School, we provide two formal One School report cards at the end of terms two and four.

All KLAs are graded on a five point scale.

All extra-curricular and leadership activities are recorded on the report cards.

Interviews

Interviews are offered twice yearly or on a needs basis.
Intervention at Sunshine Beach State School

Individual Support Plans

For those students most at risk of not achieving at the current year level standard Individual Support Plans (ISPs) have been written to provide the best possible outcomes for these students. The ISPs have been written collaboratively between the Intervention Teacher, the Classroom Teacher and the teacher aide working with the programs.

In semester one students were targeted in the following year levels – Yrs 3, 5 and 7. The Plans are reviewed and modified regularly throughout the semester. Parents/Carers are contacted and are an integral partner in the program.

Each student on an ISP receives 20-30 mins of intervention 2/3 times per week.

Intervention Support Teacher Aide

Semester 1 – targeted year levels – Yrs 3, 5 and 7. (16 hours per year level)

Classroom teachers coordinate this intervention time for individuals in their classroom. Intervention may be Literacy or Numeracy and is based on the data set of the student. Baseline data is collected and teaching strategies are identified for the intervention teacher aide. The program is evaluated with post test scores recorded in the targeted area of Intervention. (See attached copy of a class teacher’s intervention plan. Term reviews of the Intervention Program elicit new goals for the following term. These are developed with the class teacher, parent, and intervention teacher aide and intervention teacher (if required)

Intervention Programs

Intervention Support (via the Intervention Teacher) is provided to the following Year levels

Semester 1 – Yrs 3 5 7

Semester 2 - Yrs 1 2 4 6

Flexible groupings are formed based on Data Sets, Report card results, classroom teachers’ assessments, anecdotal records and conferences. There is an Intervention Teacher for the Lower, Middle and Upper areas of the school.

Reviews of the programs occur each term with pre and post test/assessment data. These meetings involve all the Intervention teachers and the principal.