NARANGBA VALLEY STATE SCHOOL CURRICULUM PLAN

School Profile

Narangba Valley State School opened its doors in 2005. Our school serves the Narangba Valley community and provides quality education for students from Preparatory to Year 12. We offer diverse, inspirational, quality learning experiences and opportunities for our students with high educational expectations. We are committed to a strong community focus with emphasis on our “Four Core” values of: respect, success, partnership, safety and care. Our Narangba Valley “Believe and Achieve” forms the foundation of our philosophy of learning. Our focus in areas of literacy, numeracy and science forms an integral part of our planning as per the Australian Curriculum. Our community is very supportive of the school with a very active Parents and Citizens Association, School Council and a large number of trained volunteers working in the school. Our facilities are modern, air conditioned and well-resourced with a number of large and small computer labs. Staff are committed to their profession and continually seek to enhance their teaching capabilities through professional development. Our school fosters and promotes opportunities for all students to reach their full potential.

At Narangba Valley we use the following documents as the basis of whole school, year level and classroom planning.

Departmental Documents
- Australian Curriculum
- Early Years Curriculum Guidelines
- Essential Learnings Scope and Sequence

Narangba Valley Documents

- NVSS Number Facts Program
- NVSS Science Program
- NVSS Geography Program
- NVSS Road Safety Program
- NVSS Computer Program
- NVSS English Program
- NVSS Music Program
- NVSS Visual Arts Program

Our School Curriculum includes:
- The implementation of the Early Years Curriculum Guidelines in Prep and the Australian Curriculum Foundation level descriptors
- The implementation of the Essential Learnings and the Australian Curriculum content descriptors for years 1 to 6
- The learning of LOTE for the students in Years 5 and 6
- SNA (Science and Maths Academy for years 4 to 6)
- The embedding of Aboriginal and Torres Strait Islander perspectives
- A program for the students identified as gifted and talented as outlined in the Framework for Gifted Education
- An inclusive program for the students identified as needing special support
- The integration of ICT (information and communication technologies) in all areas of the curriculum to enhance student learning
- A range of assessment tools and processes to monitor each student’s learning development
- Responding to each student’s achievements with explicit and targeted teaching
- Using data from a range of sources to inform planning and teaching (e.g. data from NAPLAN, student semester reports, standardised testing, school based assessments)
- Administering the National Assessment of Literacy and Numeracy (NAPLAN) tests in Years 3 and 5
- Elecetives for Years 3/4 and 5/6 plus Rexx netball and Vipers AFL
- Sporting rotations and Gala Days
- Instrumental music programs (multi and string)
- Choir
- Variety of Extra Curricular Activities (Public Speaking, Robotics, Clubs, Optimist, etc.)

ASoT (Art and Science of Teaching)

- ASoT is an Instructional Leadership Model (NOT Supervision Model) that provides a comprehensive pedagogical framework with the aim to improve student learning by promoting teacher effectiveness and professional growth.
- It provides a framework of 20 questions to encourage teacher reflection.
- It provides a common language but allows teachers to be individuals.
- Based around observation and feedback, NOT evaluation, it is a process to help identify where teachers are at and help them move forward.
- It reminds us of the strategies to use to ensure our instruction is effective.
- It is about working with every teacher and encouraging them to be the best they can be!
- Improving teacher effectiveness is the key agenda.

Plan Overviews

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 Key Learning Area within each particular year. At Narangba Valley State School our curriculum is defined by whole school, year level and term planning.

Whole School Curriculum Plan Overviews for all Key Learning Areas are used to demonstrate vertical alignment across year levels.

Year Level Curriculum Plan Overviews provide a planned sequenced and progression of learning clearly outlining how knowledge and skills is sequenced across the year in order to meet learning expectations and developmental needs of students.

Term Plans describe in detail the specific curriculum content, lesson context, teaching strategies, assessment tasks and list of resources.

Key Learning Areas are to be taught as pure disciplines and curriculum planned around English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technology, The Arts and LOTE. It is important to ensure the integrity of the discipline of each KLA is adhered to; however, Literacy, Numeracy and Information Communication Technology are an integral part of all Key Learning Areas.

Indigenous Perspectives have been embedded in the Essential Learnings and the Australian Curriculum and as such will form part of our school curriculum. These perspectives acknowledge the viewpoints of indigenous people within local, regional, national and global contexts.

TIMES FOR ENGLISH, MATHS, SCIENCE AND HISTORY ARE MANDATORY BY EQ. ALL OTHER KLA TIMES ARE ADVISED BY DEECD, NOT MANDATORY AND MAY BE REDUCED IF NECESSARY.

WEAKLY WEEKLY CURRICULUM REQUIREMENTS

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TOTAL TIME ALLOCATED PER WEEK: 25 hours