

## Curriculum

At Millchester State School, our curriculum is comprised of the **National Curriculum** for:

- English
- Mathematics
- Science
- History
- Geography
- Health and Physical Education.

Teachers decide how best to plan and deliver the curriculum to ensure all students have opportunities to engage in meaningful learning.

Teachers continue to use the **Queensland Essential Learnings and Standards** to plan, teach, assess and report on learning areas where the Australian Curriculum is not yet being implemented.

Essential Learning Units are still followed in:

- The Arts
- LOTE
- Technology.

Prep teachers continue to use the **Queensland Early Years Curriculum Guidelines** to plan, teach, assess and report on early learning areas where the Australian Curriculum is not yet available. The Early Years Curriculum Guidelines (EYCG) provide teachers with a framework for interacting with children, and planning, assessing and reflecting on an effective Preparatory Year curriculum. The guidelines are based on active learning for children through real-life situations, investigation and play.

## Clarity

At Millchester, when planning units of work, teachers unpack their curriculum through analysing their units in the **alignment process**. This involves front-end assessment whereby the teacher aligns what is to be taught (the content descriptors) with the achievement standard (how students demonstrate their knowledge) with the Guide to Making Judgement or criteria sheet. Teachers analyse the assessment task to see how best to break down and support their learners in the assessment task. Teachers create a **Know and Do table** to show what children need to know and be able to do to be successful in the unit of work.

## Teaching Frameworks at Millchester:

**Explicit Instruction** is the framework that our teachers use to deliver their lessons.

This model allows the teacher to:

1. Set a purpose for learning through the WALT (We are Learning To...) and WILF (What I am Looking For).
2. Directly demonstrate and model the concept through 'think alouds'.
3. Jointly construct new knowledge with the students.

4. It then allows the students to demonstrate and model the concept.
5. At the conclusion of the lesson, the students reflect on the new learning and link this with prior knowledge and the teacher provides feedback and evaluates where to go next.

### **Reporting**

Schools report to parents on student achievement against the relevant achievement standards for each learning area or subject.

Parents receive an end of semester report and are offered two formal face-to-face interviews each year.

Please contact your child's teacher to discuss any concerns at any time.