



**COGS**

**Kurrabee School**



# About Kurrambee

- We currently have 109 enrolled students ranging from 4 to 18 years of age.
- We cater for students with a moderate to severe intellectual disability as well as other associated disabilities (physical, sensory, behavioural and/or autistic spectrum disorders).
- All students have an Individual Education Plan (IEP) or an Individual Transition Plan (ITP) developed in consultation with parents, carers, teachers and associated support personnel (Therapists, etc).

# Primary Classes

- Due to the nature of our students, our primary classes are multi-staged.
- As students can start from the age of 4 (pre-Kindergarten), they can spend up to 9 years in the primary school.



# The start of our journey

- We started to develop specific units of work in 2004 to help our staff bridge the gap between the students IEP's and the outcomes from the Board of Studies.
- This was especially important for the students with high support needs as it exposed them to a wider variety of activities and allowed them to access a curriculum that was previously out of reach.
- We also wanted to practically look at the NSW Model of Pedagogy.



# The Process

- Our first unit- “About Me”
- Target group- 3 classes that covered a range of students
- Reviewed & modified approach
- 2005 Management plan
- Professional learning- Primary teachers wrote each of our units in small groups
- Multistage units were created with the COG strands in mind

# Scope and Sequence

## Kurrabee School K-6 KLA Scope & Sequence



	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>2008</b>	<u>School Days</u> PDH - IRES1.11 - IRES3.11 CPA - VAES1.2 - VA53.2 S&T - INVES1.7 - INV53.7 HSIE - SSES1 - SS53.8	<u>Growing Up</u> PDH - 6DES1.9 - 6D53.9 CPA - MUES1.4 - MUS3.4 S&T - INVES1.7 - INV53.7 HSIE - CUES1 - CU53.3	<u>Food Glorious Food</u> PDH - PHES1.12 - PH53.12 CPA - VAES1.4 - VA53.4 S&T - UTES1.9 - UTS3.9 HSIE - CUES1 - CU53.3	<u>The Environment</u> PDH - PHES1.13 - PH53.13 CPA - VAES1.2 - VA53.2 S&T - INVES1.7 - INV53.7 HSIE - ENES1 - EN53.6
<b>2009</b>	<u>Moving Around</u> PDH - SLES1.13 - SL53.13 CPA - MUES1.1 - MUS3.1 S&T - DMES1.8 - DM53.8 HSIE - SSES1 - SS53.8	<u>Traditional Tales</u> PDH - 6SES1.8 - 6S53.8 CPA - VAES1.2 - VA53.2 S&T - UTES1.9 - UTS3.9 HSIE - COES1 - CO53.1	<u>The Human Body</u> PDH - PHES1.12 - PH53.12 CPA - VAES1.2 - VA53.2 S&T - UTES1.9 - UTS3.9 HSIE - ENES1 - EN53.6	<u>Celebrations</u> PDH - COES1.1 - CO53.1 CPA - MUES1.4 - MUS3.4 S&T - DMES1.8 - DM53.8 HSIE - CUES1 - CU53.3
<b>2010</b>	<u>Identity &amp; Values</u> PDH - IRES1.11 - IRES3.11 CPA - MUES1.2 - MUS3.2 S&T - INVES1.7 - INV53.7 HSIE - CUES1 - CU53.3	<u>Places we know</u> PDH - SLES1.13 - SL53.13 CPA - MUES1.2 - MUS3.2 S&T - ESES1.6 - ES53.6 HSIE - ENS1.6 - EN53.6	<u>Meeting Needs</u> E51 - Our Needs S1 - Products and services S2 - Products, Services & Systems S3 - Global & Social Issues	<u>Out in Space</u> PDH - PSES1.6 - PS53.6 CPA - VAES1.1 - VA53.1 S&T - ESES1.6 - ES53.6 HSIE - ENES1 - EN53.6

<b>English</b>	English Outcomes and Indicators either from The Communication Support Document or K-6 Syllabus need to be related to students IEP goals (COACH) and taught both separately and integrated into other KLAs. Please see <a href="#">Kurrabee's COACH/KLA Outcome Matrix</a> for further guidance.
<b>Maths</b>	Maths Outcomes and Indicators from the K-6 Syllabus need to be related to students IEP goals (COACH) and taught both separately and integrated into other KLAs. Please see <a href="#">Kurrabee's COACH/KLA Outcome Matrix</a> for further guidance.
<b>PE</b>	PD and Health is covered in the above integrated units however, PE is not. Time needs to be allocated during the week to ensure that students have the opportunity to achieve PE outcomes.

All Integrated units based on suggestions made in Defining Mandatory Outcomes Document.

# Our current multi-staged units of work

- Quality teaching component
- BOS outcomes, modified indicators and suggested teaching activities
- Links between IEP's and teaching activities
- Assessment tasks
- Reporting
- Resources

# Quality Teaching

## INTELLECTUAL QUALITY

<b>Deep Knowledge</b> What do I want the students to <u>learn</u> ? (Acquisition)	
<b>Deep Understanding</b> How will I know that they have <u>learnt</u> it ? (Mastery)	
<b>Problematic Knowledge</b> Is the student encouraged to see that there may be more than one <u>answer</u> ?	
<b>Higher-Order Thinking</b> Is student's thinking being extended from basic fact - why, how, <u>what</u> ?	
<b>Metalanguage</b> What language will the students be taught within the <u>unit</u> ?	
<b>Substantive Communication</b> Are the students given lots of opportunities to <u>reciprocally communicate</u> ?	

# BOS, Indicators & Activities

## KLA - Science & Technology

Outcomes	Indicator	Student Indicators	Teaching & Learning Activities
<p><b>DMES1.8 - Generates own ideas and designs through trial and error, play, modelling and making.</b> <b>Students:</b></p> <p><b>DMS1.8 - Develops and implements own design ideas in response to an investigation of needs and wants.</b> <b>Students</b></p> <p><b>DMS2.8 - Develops, implements and evaluates ideas using drawings models and prototypes at appropriate stages of the design process.</b> <b>Students:</b></p> <p><b>DMS3.8 - Develops and resolves a design task by planning, implementing, managing and evaluating design processes.</b> <b>Students:</b></p>	<p>Students can:</p> <ol style="list-style-type: none"> <li>1. use materials to build replicas of chosen environments.</li> <li>2. design a new playground.</li> <li>3. use materials to make a replica playground.</li> <li>4. identify necessary changes to design</li> </ol>		<ol style="list-style-type: none"> <li>1. Students explore classroom and playground. Students identify particular areas (wall, grass, plant, floor, dirt) and match PCS/photos to real items.</li> <li>2. Students match photos/PCS of items in 'feely' boxes (sand, grass, dirt, carpet, etc). Students take samples of particular areas and stick on paper using pre-cut strips of clear contact to hold sample firm. Students then glue corresponding photo/PCS of items next to them.</li> <li>3. Students to create a collage of different materials used to construct things (eg, sand, dirt, sticks, grass, straw etc).</li> <li>4. Discuss features of identified environments (eg, classroom). Use PCS/photos to list criteria (eg, walls, ceiling, etc). Students use blocks to build replicas of identified environments.</li> <li>5. Students identify an area in the school. They can then choose a material to make a replica of the item - some materials include, play doh, blocks, lego, cardboard). Students build the replica of their chosen area and then describe it by selecting suitable PCS (eg, The playground is big, small etc).</li> <li>6. Teacher creates a scenario where the school needs a new playground. Students discuss what their requirements for a new playground would be. Use PCS/photos to list the criteria. Students draw or use PCS/photos to design a new playground.</li> <li>7. Students evaluate their designs against the pre-listed criteria and discuss as a group any changes that can be made.</li> <li>8. Students modify their designs according to the changes that need to be made.</li> <li>9. Students make a replica playground using their designs.</li> </ol>
<b>Resources</b>		<b>Evaluation</b>	

# Link to IEP Goals

**PRIORITY GOAL MATRIX**

<b>Teaching/learning experiences</b> What is the purpose of the learning experience? How will the learning experiences be sequenced?	Relation to IEP Goals																									

# Assessment & Reporting



## Places We Know Term 2 KLA Unit of Work

BOS Outcomes	Personalised Learning Assessment Tasks	Demonstrates skill across settings	Demonstrates skill consistently	Achieved independently	Achieved with assistance
HSIE ENS1.5	Categorizes materials and environments into those which are natural and those which are built.				😊
HSIE ENS1.5	Uses symbols and photos to identify ways in which they can care for different environments.				😊
PDHPE PSS1.5	Identifies areas within the school and activities that may occur there.				😊
S&T DMS1.8	Uses the interactive whiteboard to design replicas of different environments.				😊
CAPA MUS1.2	Plays a musical instrument that they have made from materials found in the environment.			😊	

**Teachers Comment:** Saxon has explored many aspects of his classroom and school environments and how he can interact and care for them. He also took a keen interest in looking at a wider range of environments including the city, sea, rainforest and bush. Throughout this unit of work, Saxon participated in a range of activities and especially enjoyed those completed on the interactive whiteboard.

# Resources

- Staff share electronic resources on the school server
- Resource kits for each of the units are available to borrow from the school library
- Staff share ideas and resources at Primary school meetings



# Contact Details

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