



Albany Creek State High School curriculum and assessment plan - 2020

School information and data		Sources for gathering information and data						
Total enrolments	1391	Systemic <ul style="list-style-type: none"> • ACARA - My School • NAPLAN – school-specific and national trended data • Annual Statistical Reports (Department of Education and QCAA) • School Opinion Surveys • Next Step • OneSchool reports School-based <ul style="list-style-type: none"> • Formative and Summative assessment • Achievement data • Diagnostic testing – PAT Testing • QCE Health checks • School-devised surveys • Academic Reviews • TrackEd reports 						
Year levels	7-12							
Partner Primary Schools	Albany Creek SS, Eatons Hill SS, Albany Hills SS							
Student information	<table border="1"> <tr> <td>52% males</td> <td>48% females</td> </tr> <tr> <td>3% Indigenous students</td> <td>5% students with disabilities</td> </tr> <tr> <td>3% EALD students</td> <td>5.4% Defence families</td> </tr> </table>		52% males	48% females	3% Indigenous students	5% students with disabilities	3% EALD students	5.4% Defence families
52% males	48% females							
3% Indigenous students	5% students with disabilities							
3% EALD students	5.4% Defence families							
Staff information	<table border="1"> <tr> <td>102 teaching staff</td> <td>46 non-teaching staff</td> </tr> </table>	102 teaching staff	46 non-teaching staff					
102 teaching staff	46 non-teaching staff							
Systemic priorities The top three priorities are: <ul style="list-style-type: none"> • Improve participation and achievement for all students • Improve Year 12 certification rates • Implement the new Queensland Certificate of Education system 								
School-based priorities Our top three priorities are: <ul style="list-style-type: none"> • <i>Quality curriculum</i> <ul style="list-style-type: none"> - Implement curriculum that is aligned to AC/QCAA syllabuses, is coherent, sequenced and provides opportunities, pathways and differentiated learning for all students. - Ensure a consistent narrative from Year 7 -12 around reliable assessment and moderation practices • <i>Quality teaching</i> <ul style="list-style-type: none"> - Strengthen and embed our existing pedagogical framework (ASoT) with a focus on establishing and maintaining effective relationships, providing effective feedback to support improvement and communicating high expectations for all students • <i>Use data to support continuous student improvement</i> <ul style="list-style-type: none"> - Strengthen the use of data by faculties and teachers to track student progress, measure success, identify gaps and opportunities, and to inform strategies for improvement 								

Whole school curriculum and assessment plan

School Vision:

Innovative Thinkers – Successful Learners – Connected Community – this vision statement guides our school focus in curriculum, teaching and learning and works in partnership with the core values of **Respect, Responsibility and Resilience**. These values underpin high expectations and standards of student performance across a range of fields including academia, sporting, cultural, leadership and behaviour.

CURRICULUM	PEDAGOGY	ASSESSMENT	REPORTING
<ul style="list-style-type: none"> • Effective implementation and alignment to curriculum: <ul style="list-style-type: none"> ▪ Australian Curriculum ▪ NAPLAN ▪ Senior syllabuses ▪ SATE procedures ▪ Health and Wellbeing is ensured through: <ul style="list-style-type: none"> - Fore-fronting of assessment in curriculum mapping and planning - Whole school unit planners - Faculty, Staff and Cluster meetings - Administration of NAPLAN [preparation activities and program implementation to enable positive engagement, optimise outcomes and foster student wellbeing] - Administration of diagnostic tools to gather evidence to inform practice - Co-ordinated and collaborative literacy, numeracy and curriculum coaching - Curriculum risk management - Understanding relative achievement standards for each learning area in each year - Literacy/Numeracy progress monitoring and support (Years 7-12) - Wellbeing and Values education (WAVE) – Pastoral care - Consistent application of relevant policies and procedures - Registration of all students (Year 10/16 yo) with the QCAA to open an individual learning account - Use of student assessment and reporting data to enable the provision of varied and flexible curriculum offerings suitable for students - Rigorous delivery and management of QCE system/s (2019/20 dual system) that enables SEP attainment - Ensure that curriculum, teaching, learning and assessment programs comply with relevant authorities (eg QCAA, ASQA) • Catering for all learners is ensured through: <ul style="list-style-type: none"> - Application of inclusive practices in curriculum design and implementation - Reasonable adjustments to curriculum delivery, pedagogy, assessment and reporting, ICPs 	<ul style="list-style-type: none"> • ASOT pedagogical framework utilises: <ul style="list-style-type: none"> • ASOT Design Questions • Student Learning and Wellbeing Framework • Collegial Engagement Strategy • Literacy/Numeracy Strategic Improvement Plan • School Review • ASOT pedagogical framework is enlivened in our practice through: <p><i>Systems, strategies to improve teaching and learning and build staff capability are:</i></p> <ul style="list-style-type: none"> - intentional collaboration and calibration - consistent high expectations of/for the whole school community in teaching and learning - faculty, Staff and Cluster meetings - mentoring/observation processes (e.g. Beginning Teachers program) - inquiry-based professional learning (PLC) - coaching opportunities and data reflection opportunities to enable professional reflection and refinement of practice [HODs collaborating with coaches, staff] - modelling and implementing feedback processes (whole school community) to ensure clear communication of roles, responsibilities and targets - evidence-informed teaching practice – making connections between practice and student outcomes - alignment of assessment and moderation processes - successful practice sharing - BYOD – Apple Towards Transformation • Differentiation of teaching and learning for all students <p><i>Differentiation of teaching and learning is ensured through:</i></p> <ul style="list-style-type: none"> - Using data to determine starting points for teaching and informing differentiation - Consistent whole school approaches to classroom and behaviour management, recognition of difference, student well-being and autonomy 	<ul style="list-style-type: none"> • Strategies to ensure consistency and rigour in assessment design and implementation is ensured through: <ul style="list-style-type: none"> - Years 7 and 10 assessment instrument review conducted throughout 2019 - Professional dialogue and peer review opportunities at key junctures - Common templates across Junior and Senior school - Pop-up professional learning opportunities – <i>Assessment Design</i> - Applying inclusive practices in and assessment design and implementation • Data strategies in place to optimise student achievement and ensure continuous improvement : <ul style="list-style-type: none"> - Teacher engagement and completion of QCAA Accreditation Modules 1-3 - A-E, NAPLAN, PAT data, Year 12 QCE/VET data tracking • Whole school moderation systems that ensure: <p><i>Alignment of curriculum, assessment, pedagogy and reporting</i></p> <ul style="list-style-type: none"> - Three levels of planning across whole school curriculum - Professional reflection and action of curriculum and pedagogical practice in response to assessment and reporting data - Multiple and consistent junctures throughout the teaching and learning cycle (including planning and following grading) - Regular and reliable communication of information to student, parent/carer to build community confidence <p><i>Quality assurance and confidence in judgements and accuracy of results</i></p> <ul style="list-style-type: none"> - Use data collected to identify strengths and areas for improvement in teaching and learning - A common approach for matching evidence in student responses against the appropriate system of measurement - Consistent Senior Schooling processes and procedures to ensure that requirements of 	<ul style="list-style-type: none"> • Efficient and informed reporting of student achievement is ensured through: <ul style="list-style-type: none"> - Academic reviews – active review and celebration of student success/relative gains at key junctures - Academic reviews – proactive engagement with students at risk to strategise improvement measures - QCE monitoring – health checks and mentoring at risk students - Review of reporting processes that enable clear and concise communication to community - Twice yearly parent/carer opportunities to discuss student achievement, effort, behaviour and wellbeing - Observation/celebration of community events – ANZAC Day, Investiture, Graduation, Awards Night, Showcase events, Principal Academic Awards • Communication systems/opportunities used to engage wider school community – student wellbeing and achievement <ul style="list-style-type: none"> - Timely YLC/DP/HOD/Teacher communication with students/parents/carers - Regular Newsletter publication - Regular and reliable parent information evenings/workshops - Regular and reliable information distribution – email, Facebook, school website - School Magazine <p>Community engagement:</p> <p>Term 1:</p> <ul style="list-style-type: none"> - Year 7 Parent Induction session - SEP NDIS Information session - Cyber safety – Parent information - The New QCE system – Parent information - Dance supporters meeting <p>Term 2:</p> <ul style="list-style-type: none"> - Instrumental Music supporters meeting - Parent Teacher interviews - Instrumental Music Night - Parent workshop - Theatresports - Pathways - Debating

<p>where appropriate - Students with disability, Gifted and Talented, EAL/D</p> <ul style="list-style-type: none"> - Provision of future pathways information and opportunities with specific consideration of the student and their needs and abilities – SET Planning - Data analysis to inform classroom differentiation strategies – CAP, ICP, LIP, co-teaching - Effective resourcing (human, physical and financial) – learning environments, teacher aide allocations to in-class support - Provision of extension classes to challenge identified students – English, Maths & Science - Reimagining of WAM/TAM offerings to optimise curriculum, teaching and learning outcomes 	<ul style="list-style-type: none"> • Review of practice <p><i>Review occurs through:</i></p> <ul style="list-style-type: none"> - Active line management to enable two-way communication inputs regarding school priorities and ensure alignment - Building capability initiatives [Creek2Hills, APR] - Data analysis to inform classroom differentiation strategies – CAP, ICP, LIP, co-teaching 	<p>relevant authorities are met regarding certification</p>	<ul style="list-style-type: none"> - SETPlan (Special Education) – Parent Information <p>Term 3:</p> <ul style="list-style-type: none"> - Drama Night - Parent Teacher Interview - The New QCE system – Parent information - Combined Bands Night - Debating - Strings Extravaganza - Parent Workshop - Instrumental Music supporters meeting - Debating Finals - Music evening <p>Term 4:</p> <ul style="list-style-type: none"> - Dance supporters meeting - Dance Showcase Evening - Instrumental music supporters evening - Sports Awards Evening - Parent workshop - Senior Awards Night - Senior Art Exhibition - Public Speaking Competition - SEP Transition – Parent information - Junior Awards Night <p><i>P&C Association:</i></p> <ul style="list-style-type: none"> - Monthly Principal reports - School Leadership visibility at P&C and support events <p><i>School Council</i></p> <ul style="list-style-type: none"> - Quarterly meetings - Strategic planning <p><i>Community links:</i></p> <ul style="list-style-type: none"> - Creek 2 Hills Partnership - Bunyaville Environmental Education Centre - Northern Network - Local Chaplaincy Consultative Committee - Support relationships - Headspace. CYMHS. Moreton Bay Regional Council, Picabeen, Busy@work - Interact (Rotary) - Defence Mentor/ANZAC events - QTIC - Apple - Football – Interschool coaching - Anytime Fitness/The Wealth Academy - Student leadership opportunities/events – partner primary schools - Cluster networks - Tertiary links – TafeQLD, USC, UQ, QUT, GU, ASQ - Pathways Day - Open Day
--	--	---	---

			<ul style="list-style-type: none">- SEP Transitions at key junctures – NDIS/Carers Queensland, Employment services
--	--	--	--

ALBANY CREEK STATE HIGH SCHOOL CURRICULUM STRUCTURE

The curriculum at Albany Creek State High School follows the recommendations of the Department of Education and Training (DETE) *P-12 Curriculum, Assessment and Reporting Framework* and in 2018 delivers the Australian Curriculum in English, Mathematics, Science and History/Geography to Years 7 -10, the Queensland Curriculum, Assessment and Reporting Framework (QCARF) in other Key Learning Areas (KLAs) and the Queensland Curriculum and Assessment Authority (QCAA) Syllabi in Years 11 and 12.

The *P-12 curriculum, assessment and reporting framework* specifies the requirements for each Queensland state school for delivering the curriculum for Prep to Year 12 from 2013 with the aim to deliver a quality curriculum that optimises learning for all students from P- 12. The framework is based on the assumption that **every student can learn and that responding to the particular learning needs of students is central to teaching**. To best serve students, our school curriculum aims to be:

- Connected to higher learning.
- Connected to a pathway into the world of work.
- Clearly understood and communicated to staff and students.
- Flexible enough to meet the needs of all learners.
- Diverse enough to support a range of different pathways.
- Specialised for students who excel in specific areas.
- Consistent with national and state standards and expectations.
- Challenging regardless of ability level.
- Built on high expectations for all students.

The Albany Creek SHS Curriculum Plan 2019 reflects these priorities by providing a mandated core of learnings alongside programs that open new opportunities for students, nurture high level specialist skills, support students with a range of abilities and provide pathways both to university, further learning and the workplace.

Albany Creek State High School Curriculum Overview 2019										
MANDATED SUBJECTS ALL CURRICULUM COURSES OF STUDY ARE TIMETABLED FOR 3 LESSONS PER WEEK							ELECTIVE SUBJECTS	EXCELLENCE PROGRAMS	WELL-BEING PROGRAM	FOCUSED AND INTENSIVE SUPPORT PROGRAMS
7	English	Mathematics	Science <i>*1 lesson is focused on Numeracy</i>	Humanities <ul style="list-style-type: none"> • History (1 semester) • Geography (1 semester) <i>*1 lesson is focused on Literacy</i>	Physical Education 1 Semester	Japanese (1 semester)	The Arts – Dance, Drama, Art, Music 2 choices for 1 term each Technology – Industrial Technology Design, Information Communication Technologies, Textiles and Food Studies 2 choices for 1 term each	The Arts* Football **	WAVE	Numeracy support (in class) Literacy support- LOTE exemption SEP support(in-class and tutorials) WAM: Wednesday afternoon modules 1 lesson per week
8	English	Mathematics	Science	Humanities <ul style="list-style-type: none"> • History (1 semester) • Geography (1 semester) 	Physical Education 1 Semester	Japanese (1 semester)	The Arts – Dance, Drama, Art, Music 2 choices for 1 term each Technology – Industrial Technology Design, Information Communication Technologies, Textiles and Food Studies 2 choices for 1 term each	The Arts* Football**	WAVE	Numeracy support (in-class) Literacy support- LOTE exemption *SEP: Foundation Core English, Mathematics, Science and History/Geography & Tutorials WAM: Wednesday afternoon modules 1 lesson per week
9	English	Mathematics	Science	Humanities <ul style="list-style-type: none"> • History (1 semester) • Geography (1 semester) 			4 electives per year in semester units: Technology: Business Studies, Industrial Technology Design, Textiles, Food Studies, Information	The Arts* Football**	WAVE	Numeracy support (in-class) Literacy support

							Communication Technologies, Graphics HPE Japanese (1 or 2 semester study option) The Arts: Dance, Drama, Art, Music Media			*SEP: Foundation Core English, Mathematics, Science and History/Geography & Tutorials TAM: Thursday afternoon modules 1 lesson per week	
10	English	Mathematics	Science	Humanities <ul style="list-style-type: none"> History (1 semester) + 1 semester of Legal Studies or Geography 			2 electives are studied for the full year: Technology: Business Studies, Industrial Technology Design, Textiles, Food Studies, Information Communication Technologies, Graphics HPE Japanese The Arts: Dance, Drama, Art, Media (2020), Music	The Arts* Football**	WAVE ESP Including –Set Planning	ASDAN, Tutorials	
11	MANDATED	Select 4 subjects and study each for 3 lessons per week over 4 semesters							The Arts* Football**	WAVE ESP	*SEP: QCAA Short Course Career Development, ASDAN, Tutorials
	English <i>Essential English</i>	<p>General subjects: General Mathematics, Mathematical Methods, Specialist Mathematics, Biology, Chemistry, Physics, Earth and Environmental Science, Ancient History, Modern History, Geography, Legal Studies, Japanese, Physical Education, Accounting, Business, Digital Solutions, Dance, Visual Art, Drama, Music, Design, Food and Nutrition</p> <p>Applied subjects: <i>Essential Mathematics, Science in Practice, Business Studies, Information and Communication Technology, Sport and Recreation, Hospitality Practices, Early Childhood Studies, , Fashion, Furnishing Skills, Industrial Technology Skills, Engineering Skills, Industrial Graphics Skills, Visual Arts in Practice, Media Arts in Practice</i></p> <p>Vocational Education and Training: Cert II Tourism, Cert III Sport and Recreation, Cert III/IV in Dance</p> <p>VET in Schools Program</p> <p>School of Distance Education</p> <p>Note: A SBT/A or TAFE course is not be compatible with an academic/ATAR pathway due to lessons missed and therefore may not be approved.</p>									
12	(2019) English <i>English Communication</i>	(2019) Mathematics A Mathematics B Mathematics C	Select 4 Subjects and study each for 3 lessons per week over 4 semesters						The Arts* Football**	WAVE ESP	*SEP: QCAA Short Course Career Development, ASDAN, Tutorials
	(2020) English <i>Essential English</i> Short Course Literacy	PVM	<p>General Subjects: General Mathematics, Mathematical Methods, Specialist Mathematics, Physics, Chemistry, Biology, Earth Science, Ancient History, Modern History, Geography, Legal Studies, Physical Education, Graphics, Home Economics, Hospitality, Japanese, Visual Art, Dance, Drama, Music, Business Communication and Technologies, Accounting, Information Technology Systems, Music Extension</p> <p>Applied Subjects: Tourism, Early Childhood Studies, Business Studies, Visual Arts in Practice, Science in Practice, Engineering Studies, Recreation Studies, Hospitality Studies, Construction Studies, Furnishing Skills, Industrial Skills, Information Communication Technology</p> <p>Vocational Education and Training: Cert II/III Tourism, Cert III Sport and Recreation, Cert III/IV in Dance</p> <p>VET in Schools Program</p> <p>School of Distance Education</p>								*based on staff availability and student needs

JUNIOR SECONDARY (Years 7, 8 AND 9)

At Albany Creek State High School the Junior Secondary Program provides a bridge between primary and secondary school that is responsive to adolescent development and is safe, strong and consistent for all students. This school has strong partnerships with the partner primary schools- Eatons Hill, Albany Creek and Albany Hills. There are opportunities to host primary students to access science labs, robotics, The Arts and a transition plan is firmly in place. In addition, a transition process for Year 6 SEP students occurs in Term 4 in preparation for the coming year.

SENIOR SECONDARY (YEARS 10, 11 AND 12)

Year 10

At Albany Creek SHS the Year 10 curriculum program provides a transition year to senior schooling. The curriculum intent is to ensure all students are fully engaged in their learning while preparing them academically and vocationally to pursue senior secondary pathways. Completion of a Senior Education and Training (SET) Plan is mandated for every Year 10 student which has the opportunity for review in Years 11 and 12. Set Plan interviews are conducted with students and their parent/s in August/September each year following Pathways Day.

Years 11 – 12

From 2019 Year 11 students commence under new Senior Assessment and Tertiary Entrance (SATE) model including external assessment and the awarding of an Australian Tertiary Admission Rank (ATAR). Year 12 in 2019 will be the final cohort under the OP (Overall Position) system. The attainment of a *Queensland Certificate of Education* or a *Queensland Certificate of Individual Achievement* remains the goal for students in at end of Year 12. From 2020 the calculation of an ATAR will be based on a student's best five General subject results OR best results in four General subjects plus an Applied subject or a Certificate III or higher VET qualification.

School based Apprenticeships and Traineeships

School-based traineeships and apprenticeships are supported by the school in reducing a student's subject load in attending their workplace one day per week.

Registered Training Organisations

ACSHS is an RTO for courses in its Scope of Registration. Additional opportunities may be accessed through external RTO's.

Three Year Senior (Variable Progression) - Completing a Senior Course of study over three years (VPR) can be made available to students with health, medical or representational reasons in consultation with Senior Schooling, QCAA and the student and their guardian.

SATE- Senior Assessment and Tertiary Entrance Plan- Albany Creek SHS

	2019	2020
Curriculum and assessment	<p>Year 11- new syllabi/Year 12 old</p> <p>First round of endorsement QCAA</p> <p>Data collection/recording/storage of student work and results – digitally (school-based trial)</p> <p>Final year of QCS/OPs</p> <p>T2- Commence development of 2020 external assessment</p> <p>T3- Endorsement of Instruments 1 and 2 (wk 6)</p> <p>T3- Delivery of mock external assessment to schools</p> <p>T4- Special Provisions applications open</p>	<p>New syllabi only</p> <p>Formalised processes for data collection/recording/storage</p> <p>First year ATAR calculation</p> <p>T1- Special Provisions applications close</p> <p>T1- Endorsement of Item 3 (wk2)</p> <p>T1- Confirmation of Instrument 1 (wk2)</p> <p>T3- Applied syllabi quality assurance (Unit 3)</p> <p>T3- Confirmation of Instruments 1 and 2 (wk 8)</p> <p>T4- Ratification and finalisation of student results</p>
Pedagogy	Preparing students for external assessment	External assessment- T4/W4
Communication	<p>T1- 'Setting the scene for Senior- student results, QCE, ATAR'</p> <p>Maintain learning account</p>	<p>T2-' QTAC applications</p> <p>Upload student results into portal</p> <p>QCAA advises outcomes to QTAC for ATAR</p>
Professional development	<p>Processes around Endorsement of assessment</p> <p>Opportunities for roles in endorsing and confirming.</p> <p>T1 – Training of assessors commences</p>	<p>Processes around confirmation.</p> <p>T1- External marker recruitment</p> <p>T2- Principal and school leaders forums</p>
Events/operations	<p>Implementation of reporting structures for 11/12</p> <p>Planning for senior events- timelines</p>	<p>Leadership handover/ Graduation/ Formal /Awards</p> <p>T4 - External assessment (wks 4-7)</p>

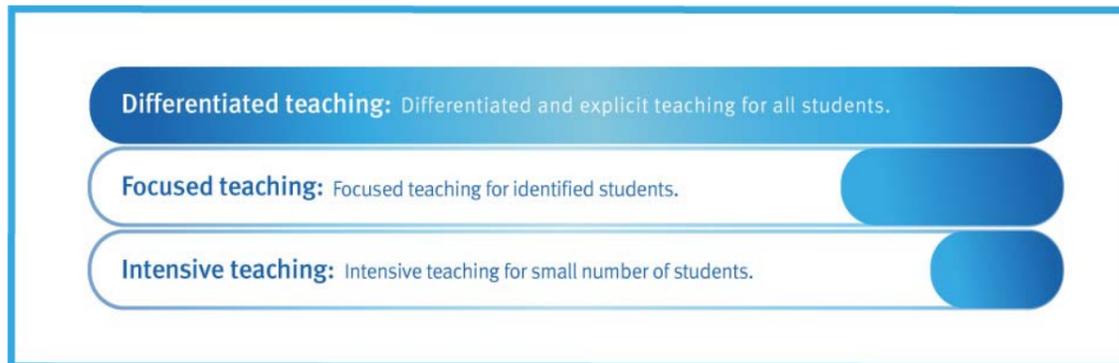
= School- initiated / = **QCAA initiated**

Proposed 2020 to 2021 Curriculum Offerings (* dependent on class numbers)

Faculty	Year 11 in 2020 General subjects are indicated in bold	Year 12 in 2021 General subjects are indicated in bold
SEP		<i>Short course Literacy</i>
		<i>Short course Numeracy</i>
		<i>Short course Career Development</i>
Maths	General Mathematics	General Mathematics
	Mathematical Methods	Mathematical Methods
	Specialist Mathematics	Specialist Mathematics
	<i>Essential Mathematics</i>	<i>Essential Mathematics</i>
Science	Biology	Biology
	Chemistry	Chemistry
	Physics	Physics
	Earth and Environmental Science	Earth and Environmental Science
	<i>Science in Practice</i>	<i>Science in Practice</i>
Bus/IT	Accounting	Accounting
	Business	Business
	Digital Solutions	Digital Solutions
	<i>Information & Communication Technology</i>	<i>Information & Communication Technology</i>
	<i>Business Studies</i>	<i>Business Studies</i>
HPE	Physical Education	Physical Education
	<i>Sport and Recreation</i>	<i>Sport and Recreation</i>
	<i>Cert III in Sport and Recreation</i>	<i>Cert III in Sport and Recreation</i>
English	English	English
	<i>Essential English</i>	<i>Essential English</i>
Applied Tech	Food and Nutrition	Food and Nutrition
	<i>Hospitality Practices</i>	<i>Hospitality Practices</i>
	<i>Early Childhood Studies</i>	<i>Early Childhood Studies</i>

	<i>Fashion</i>	<i>Fashion</i>
	<i>Furnishing Skills</i>	<i>Furnishing Skills</i>
	<i>Industrial Skills</i>	<i>Industrial Skills</i>
	<i>Engineering Skills</i>	<i>Engineering Skills</i>
	<i>Industrial Graphics Skills</i>	<i>Industrial Graphics Skills</i>
	Design	Design
The Arts	Dance	Dance
	Visual Art	Visual Art
	<i>Visual Arts in Practice</i>	<i>Visual Arts in Practice</i>
	<i>Media Arts in Practice</i>	<i>Media Arts in Practice</i>
	<i>Drama</i>	<i>Drama</i>
	Music	Music
	Music Extension	Music Extension
	<i>Certificate III/IV in Dance Performance</i>	<i>Certificate III/IV in Dance Performance</i>
Humanities	Ancient History	Ancient History
	Modern History	Modern History
	Geography	Geography
	<i>Tourism</i>	<i>Tourism</i>
	<i>Tourism – Cert II/III</i>	<i>Tourism – Cert II/III</i>
	Legal Studies	Legal Studies
Languages	Japanese	Japanese

Differentiated Curriculum The AC Way:



ARTS EXCELLENCE PROGRAM

The Arts Excellence Program is delivered in WAM/TAM/ESP time as well as outside school hours in Years 7 through 10 and outside of school hours (Years 11 and 12 Arts Excellence students only). Students seeking entrance will need to commit to additional rehearsals, workshops and exhibitions.

FOOTBALL EXCELLENCE PROGRAM

The Football Excellence Program is delivered through the Health and Physical Education subject in Years 7 through 10. The program requires commitment to training outside school hours. In Years 11 and 12 it is offered in conjunction with a Cert III in Sport and Recreation.

ENGLISH EXTENSION PROGRAM

The English Extension Program is delivered as a series of special events in Year 7. In Years 8 and 9 extension classes are offered. From 2019 in preparation for the incoming SATE changes, students will be offered summer school study at UQ.

MATHEMATICS PROGRAM

Mathematics programs from Years 8 to 10 are delivered through streamed/grouped classes that include classes that prepare students for more advanced study in Years 10, 11 and 12 (extension classes) This is done through the delivery of the year level content with a focus on achieving automaticity at a high level of the skills of the course, focussing on the more challenging aspects and problem-solving. The intention is that these students will be prepared for the Extension maths subject in Year 10 which requires study of both core and additional content and which then translates into Years 11 and 12 advanced mathematics.

Given the changing development of students at this stage of their learning these classes are fluid and provide opportunity for students to move in and out of the class according to their success in the current curriculum content. It is also important that students who are not in these classes for whatever reasons, are able to access the more advanced courses if they demonstrate their skills are sufficient. They should not be disadvantaged through not having had access to a large amount of additional content.

SCIENCE PROGRAM

Science programs from Years 8 to 10 are delivered through streamed/grouped classes that include classes that prepare students for specialised courses like Biology, Chemistry, Physics and Earth Science. This is done through the delivery of the year level content with a focus on extending the content to be taught at a deeper level than other classes. The intention is that these students will be prepared for the specialised science courses in Senior.

Given the changing development of students at this stage of their learning these classes are fluid and provide opportunity for students to move in and out of the class according to their success in the current curriculum content. It is also important that students who are not in these classes for whatever reasons, are able to access the more advanced courses if they demonstrate their knowledge and skills are sufficient. They should not be disadvantaged through not having had access to a deeper understanding of science content and pursuing senior science subjects.

WELL-BEING PROGRAM

Each Friday, students have a WAVE/Assembly lesson. Assemblies (Junior followed by Senior) celebrate achievement, performances and share information. Student Leaders are essential to the assembly process. The WAVE Program (Well-being, Achievement and Values Education) is designed around a number of key topics common to year levels. The WAVE Program has a term focus on healthy minds, healthy bodies, healthy relationships as well as academic reviews and goal-setting.

LEARNING SUPPORT – Literacy and numeracy

How are students identified?

1. The enrolment and transition process
 - a. The HOD Junior School/Learning Support organises primary school visits for the Support Teacher Literacy and the Support Teacher Numeracy to work with Learning Support staff at each of the three main partner primary schools to identify students who will require literacy and/or numeracy support when they transition to Year 7.
 - b. The enrolment interview specifically asks parents and students to provide information regarding any learning support that students received during primary schooling.
 - c. NAPLAN data is available for future enrolments in OneSchool and this is used to identify and prepare for students at risk of failing to meet National Minimum Standard. NAPLAN data for students enrolling from schools outside of Education Queensland is collected during the enrolment interview where possible.
 - d. At the commencement of the school year, all Year 7 students undertake PAT-M and PAT-R testing through the ACER OARS platform which provides further data that can be used to validate/identify students needing support.
2. Referral – HOD Junior School/Learning Support and the Support Teachers for Literacy and Numeracy can accept referrals for literacy or numeracy support from both staff and families. Decisions regarding literacy and/or numeracy support are made at regular line management meetings using NAPLAN, PAT, subject achievement and anecdotal forms of evidence.

How are students supported?

1. All students who are at risk of not meeting National Minimum Standard in Years 7, 8, 9 are assigned a Learning Improvement Plan (LIP). This articulates the key strategies that all classroom teachers must adopt in order to support a given student. It is expected that these plans are incorporated into the Class Analysis Profiles completed by each classroom teacher. LIPs rollover and are updated (7-9). This process is subject to review under the TrackEd database package.
2. The Support Teachers for Literacy and Numeracy and the respective Teacher Aides prepare and complete the LIPs in a timely manner to facilitate use by the classroom teachers. The LIP is saved on each student's profile under the Support tab.
3. Meetings are advertised for discussion of the LIP document and individual students on a faculty or individual needs basis; at staff meetings and PD opportunities have also been offered in the POP UP PD model used in 2017.
4. EAPs are updated at end of year in preparation for the following academic year.
5. **Literacy**
 - a. In Years 7 and 8, Literacy Support Classes are conducted by the Support Teacher Literacy in conjunction with teacher aides. Time allocations for these classes is based on exemptions from LOTE for targeted students which cover 3 x 70 minute lessons per week for the semester that the students would usually study Japanese. However, students may continue to attend Literacy Support Classes for the whole year if needed and are exempted from their History class as was the case in 2017 for the Year 8 class.
 - b. These have two emphases reading and writing. The program has previously been structured as follows or may use other programs to develop reading and writing skills in the future.
 - i. Developing the reading skills of students using the McGraw-Hill Corrective Reading (Decoding) Books. This necessitates the pre-testing of students before placement in the relevant level.
 - ii. Building the skills of students using the school wide priority literacy strategies – TEE(A)L, THIEVES, 3 Tier Vocabulary and Iceberg (Here, Hidden, Head, Heart). By doing this, literacy support contributes to every subject students' access.
 - c. During the semester the Year 7 and Year 8 students who do not access Literacy Support, students who still require assistance with literacy are targeted in their English or Year 7 core classes through in-class support delivered either by the Support Teacher Literacy or a teacher aide.
 - d. Year 9 students requiring literacy support are grouped into an English class together and are further supported through in-class support delivered either by the Support Teacher Literacy or a teacher aide.
 - e. Students deemed at risk of not successfully completing Year 10 English are assigned to a class that focuses on completing QCAA Short Course in Literacy, in order to ensure they complete QCE requirements. Students in the Year 10 Short Course program can enrol in Year 11 English Communication the following year.
6. **Numeracy**
 - a. Support is delivered via in-class support and withdrawal, which is provided by the Support Teacher Numeracy, teacher aides and teachers from the Mathematics faculty.
 - b. Numeracy Support students, when withdrawn will work on the Chapters classroom teachers are covering. The work will be covered at a basic level and gaps in student understanding identified and addressed.
 - c. Individual classes for Numeracy Support have been set on Mathletics. This enables support teachers to set work at appropriate levels and monitor achievement individually. Students can access this program at home so it enables them to practise and work at their own pace.
 - d. Laminated Times Table and Number Line cards given to students to support their learning in other areas of maths. This is negotiated with the HOD Maths so that the curriculum requirements for mathematics are followed.
 - e. Identified classes for in-class support are assigned targeted students from Year 8 onwards in English and Mathematics.
 - f. Students in all Year levels can take advantage of Maths Tutorials offered Mondays after school hours and before school beginning at 8.00am on Tuesday mornings.

SPECIAL EDUCATION PROGRAM CURRICULUM (SEP)

The Special Education program strives to create an environment that supports and enables students with a disability achieve their potential through a set of overarching principles that guide and drive our practice. As a faculty we support students from Year 7 to Year 12 with the goal of independence and future pathways.

Across junior secondary, students are placed in accordance with the principles of normalisation and natural proportion (Students with Disability will be placed proportionally across classrooms, and not concentrated in one or two settings). Students will receive support from the regular classroom teacher, Special Education teachers and teacher aides according to individual needs. The support from Special Education staff may occur directly within the classroom, or as a collaborative process between teachers during planning and review processes. As required, students will have access to specialist support programs outside of curriculum classrooms to cater for their individual social, emotional and behavioural learning needs. This support will also include the option of accessing a negotiated tutorial support through LOTE exemption in years 7 and 8.

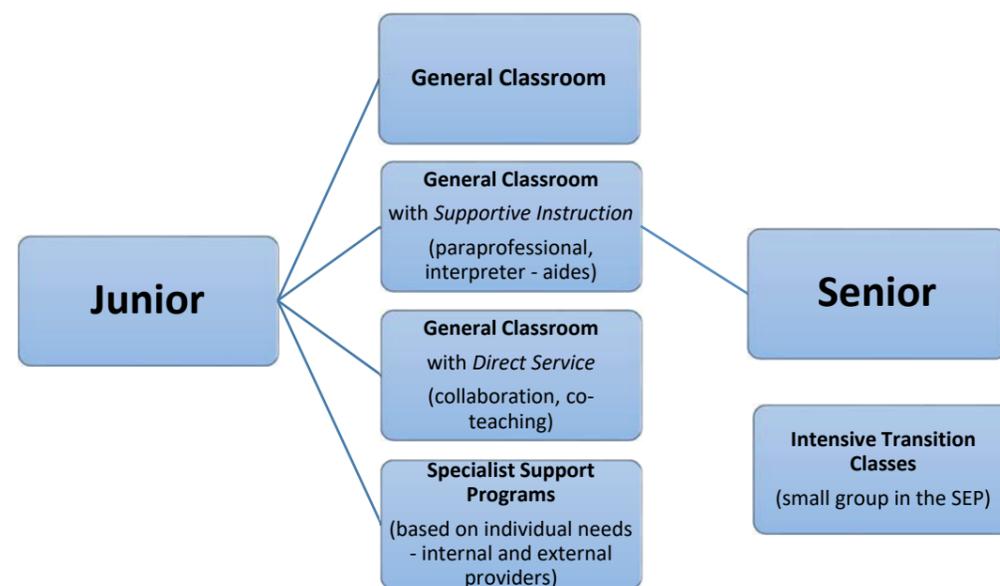
Strength Based profiles are developed with students and families to inform and support teachers understanding of a student's individual needs and learning styles. Individual Curriculum Plans (ICPs) record curriculum decisions when a student is provided a lower or higher year level of the Australian Curriculum than their age cohort; resulting in the student being taught, assessed and reported against the lower or higher achievement standard for a single learning area or subject, or the whole curriculum. Ongoing case management and data monitoring/tracking for all students occurs to ensure equitable access to all facets of the educational experience are maintained.

While many students will continue with varying levels of support in regular classrooms, some students in years 8 to 10 will have access to either a co-teaching model or foundation classes, as required, in English, Mathematics, Science and History/Geography. A co-teaching model is being trialled in 2019 where curriculum is delivered in regular classrooms that have 2 teachers, one being a Special Education teacher who share the responsibility for planning, teaching and assessing all students in the class. Foundation classes delivered by a Special Education teacher, is a model used on a needs basis. The curriculum for Foundation classes is taught, assessed and reported according to the content descriptors of the Australian Curriculum. Students in this course of study have an Individual Curriculum Plan (ICP) to access work at an appropriate level.

As students move into Year 10, the majority of them will begin working towards a QCE pathway in Years 11 and 12. All students will participate in the Senior Education and Training Planning (SETP) to map their senior education pathway during year 10. Students in years 11 and 12 will continue to be supported as they access a QCE pathway through regular curriculum pathways and individualised support where required. There will be an option to complete the QCAA Short Courses Literacy and Numeracy in Year 12 alongside peers. This will consolidate students' literacy and numeracy skills and achieve the QCE literacy and numeracy requirements on successful completion of the course. Students accessing curriculum equivalent to same age peers will access negotiated tutorial and in-class support provided by Special Education teachers and teacher aides on a needs basis and where staffing permits.

On a needs basis, students can access a short course in career development, which will provide knowledge, support and exploration of post-school options and pathways, which are specific to Students with Disability. All other learning will take place within regular curriculum classes. For a small number of students, a QCIA pathway will better meet their learning and post school needs and they will access individual learning goals while attending classes alongside their peers. The learning will be modified to cater for individual learning outcomes, and assessment will occur as an evidence collection process to demonstrate student progress against their individual outcomes. Students engaged with the QCE pathway will continue to access all classes with their peers, with varying degrees of support and adjustments as dictated by QCAA.

The Special education program also provides structured recess programs to support the social-emotional needs of students within a dedicated area with special education teachers and teacher aides support.



Albany Creek State High School Assessment Plan Overview:

YEAR	DIAGNOSTIC	NAPLAN	QCS	FORMATIVE AND SUMMATIVE	COMPETENCY BASED
7	PAT R / PAT M Testing (ACER) Week 1-2, Term 1 (aligned to October Yr. 6 norms) Week 1, Term 3 (aligned to October Yr. 7 norms)	Preparation Feb – May Test- May		Assessment Tasks as per Australian Curriculum Planning – English, Maths, Science, History, Geography & Assessment Tasks as per QCAR Alignment	
8	PAT R/ PAT M Testing (ACER) Week 1-2, Term 3 (aligned to October Yr. 8 norms)	Preparation – Semester 2			
9	PAT R/ PAT M Testing (ACER) Week 1-2, Term 3 (aligned to October Yr. 9 norms)	Preparation Feb- May Test- May		T3/Wk 8- 90 minute exam for English in preparing students for external assessment	
10				Term 4 – 90 minute exam for Maths in preparing students for external assessment	
11				Assessment Tasks as per curriculum documents. 4 items of assessment per subject per year. Exam block testing in Terms 2/4- TBC	Competency- based Assessment conducted in accordance with Vocational Education National Training Packages
12			Practice Tests + Feedback Terms 1/2 Preparation Feb - August QCS Test – August/September	Assessment Tasks as per QCAA endorsed work and study plans. Exam block testing in Terms 2/3/4.	Competency- based Assessment conducted in accordance with Vocational Education National Training Packages

Assessment should be driven by the literacy embedded in their **subject achievement standards** specific to the Australian Curriculum **learning area**. Those literacy standards are taken from the **literacy general capabilities**, (as documented in the Literacy Learning Continuum v8.1) and embedded, specific to the demands of the assessment task, through the **subject content descriptions and elaborations**.

Albany Creek State High School Reporting

Formal Written reporting takes place four times per year (end of Terms 1, 2, 3 4) for Years 7-11 and twice for Year 12 (Terms 1 and 2). In Year 12, there is no formal school report at the end of term 4 as students receive formal exit documentation from the QCAA in December. All Reports are created using the OneSchool Reporting Framework. Reports are emailed to parents.

Reports provide information for the reporting period regarding students:

- Achievement
- Effort
- Behaviour
- Homework
- Attendance

An A to E scale with accompanying descriptors is used for achievement, with the exception of VET certificate subjects where:

- CA Competency Achieved
- WTC Working towards competency or
- CNA Competency Not Achieved

is used to report on each student's progress towards attaining the relevant certificate.

Achievement Descriptors (codes)

- A Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- B Evidence in a student's work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- C Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- D Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- E Evidence in a student's work typically demonstrates a very limited knowledge and understanding of concepts, facts and procedures, and application of processes

Effort and Behaviour Descriptors (codes)

- EX - Excellent
- VG - Very Good
- S - Satisfactory
- NA - Needs Attention
- U – Unacceptable

Standards for reporting

Rating	Standard Descriptors
EX	Student completes and excels at tasks with a view in mind to achieve personal excellence. Student sets, achieves and excels at personal goals.
VG	Student completes tasks with a view in mind to achieve a result that is above the average. They set and achieve goals at above average standards.
S	Student completes task with a view in mind to achieve a satisfactory result. Sometimes they are dependent on the teacher to set goals in order to maintain previous, acceptable performance levels.
NA	Student will complete set tasks with the minimum, token effort with a view in mind to satisfy basic expectations acceptable to others. Student does not set personal goals and disregards their previous performance levels.
U	Student chooses to not complete set tasks satisfactorily and/or by set time/date. This refusal prompts negative consequences from Teacher/Head of department/Administration Team.

Parent-Teacher interviews

These interviews are scheduled at the start of Term 2 following Interim Reports and at the start of Semester 2 following Semester 1 Reports. Teachers will nominate 'Parent interview requested' for all students who have achieved less than a 'C' for academic achievement or when effort/behaviour have been reported as 'Needs attention' or 'Unacceptable'. The online system PTO is used to book interviews with details included with reports.

Feedback

By using the strategies of ASOT (learning goals, success criteria, proficiency scales) students are able to monitor their learning and provide feedback to teachers about their learning. In addition, teachers provide feedback to students on drafts in written and verbal forms as well as using the software program – TurnItIn.

Recognising And Celebrating Student Success:**Positive Behaviour Notices**

Teachers are encouraged to record positive behaviour for students in OneSchool and to send a school postcard home acknowledging success or improvement.

Principal's Awards Yr. 7-12

At end of Term 1 and again at the end of Semester 1 students who have received 5 x "A"s for academic achievement on reports are recognised with a certificate presented at a morning tea with the Principal. This list is published in the newsletter.

Behaviour and Effort Awards 7-12

At end of Term 1 and again at end of Semester 1 students who have received 5 x "Excellent" for behaviour and 5 x "Excellent" for effort on reports are recognised with a certificate presented at assembly by the Year Level Co-ordinator.

Annual Awards Nights (Junior and Senior)

These awards recognise students who at end of Term 3 have a GPA of => 4.6 across their course of study (Semester 1 data and Term 3 data) as well as students who are highest achievers in a subject in their respective year level. The Year 12 Dux is the highest achieving student.

There are also a number of Special Awards announced on the night that recognise student leadership, citizenship and school spirit.

Sports Awards Yr. 7-12

These awards recognise students who have represented the school at varying levels (Gold/Silver/Bronze) and who have contributed to the success of sporting teams.

Arts Excellence Awards Yr. 7-12

These awards recognise students who have represented the school at varying levels.