

CURRICULUM PLAN 2020

STATEMENT OF PURPOSE

Our school believes that every student has the ability to learn. We aim to offer diverse learning experiences, monitor progress, set high expectations. We support high expectations through quality teaching and learning focussed on the individual child.

As a proud state school, Sunshine Beach State High School is committed to the creation of a supportive learning environment. The community in which our school is located has significant global influences as an internationally accredited school and our curriculum and co-curricular activities reflect this global perspective.

OUR VISION

Empower life-long learners through a challenging and supportive school community

OUR VALUES

Purpose

Respect

Innovation

Diligence

Enthusiasm



We aim to provide an environment of learning that embraces a culture of high expectations, through sequenced curriculum/assessment and reporting, and provision of opportunities to meet diverse pathway needs.

The School Curriculum Framework at Sunshine Beach SHS provides the opportunity for all students to access high quality learning experiences across six years of secondary schooling. It requires all students in Years 7 & 8 to engage in studies across all KLAs, with the possibility for selective specialisation in Year 9, SET Plan preparation in Year 10 to determine work, vocational or academic pathways, and then further specialisation in Years 11 and 12.

An Individual Curriculum Plan (ICP) is developed for students with disabilities who have learning ascertained out of age cohort. These students (where suitable) are placed in mainstream classes or in the Sunshine Learning Centre (SLC) to meet their varying needs.

The Junior Secondary curriculum embraces the concept of a *broad* education through exposure to the eight key learning areas (KLAs) organised in year level subject offerings. We focus on ACARA in design and time allocation (Year 7/8/9 and Semester 1, Year 10).

In the Senior School, all senior phase of learning students are required to make subject selections that result in them being ATAR (Australian tertiary entrance rank) eligible OR competent to be awarded a Nationally Accredited Certificate III in a Vocational area. All of these options must also make the student QCE eligible. Year 12 students study six subjects (unless authorized exemptions to programmes).

PROVIDING CURRICULUM

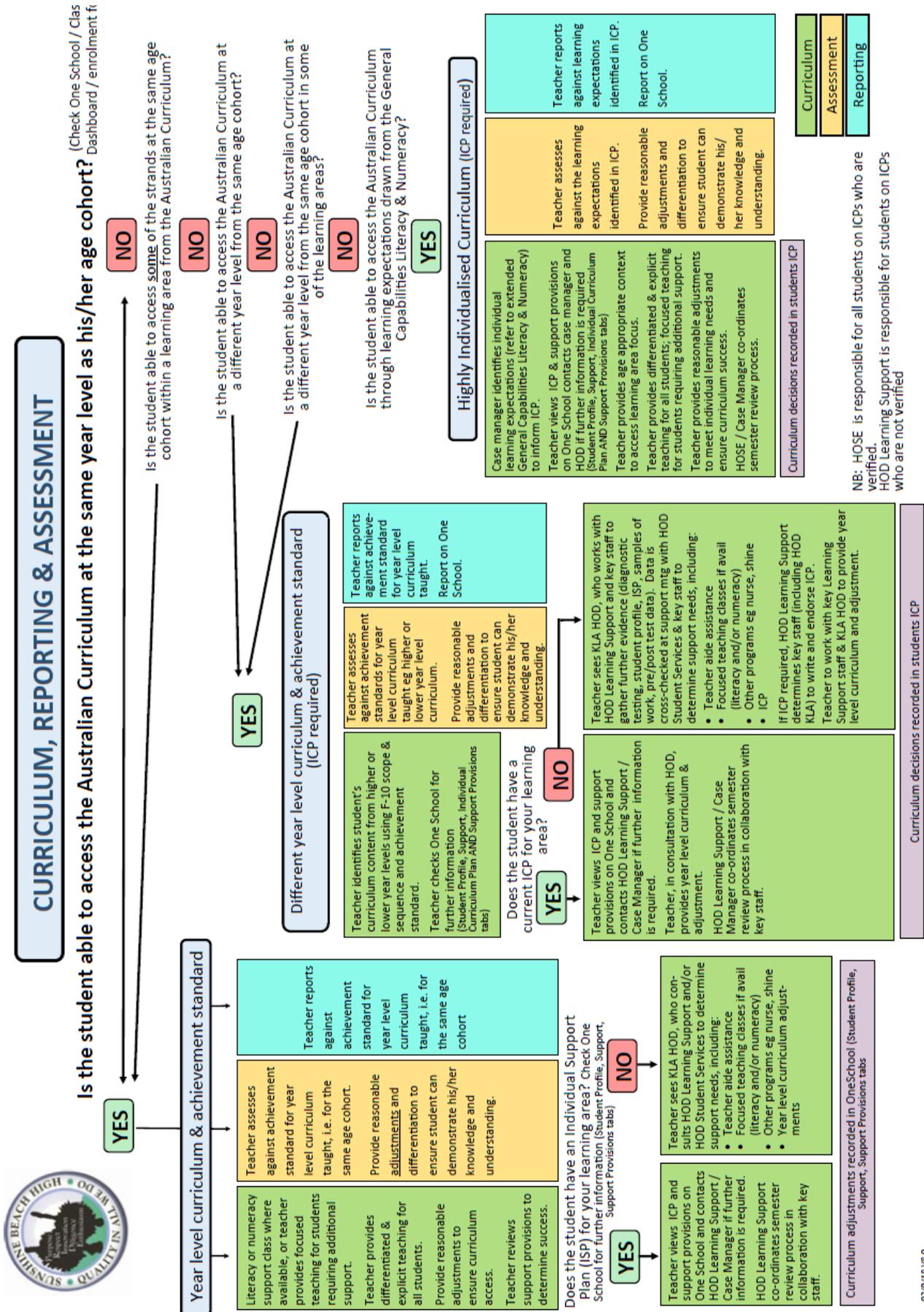
Sunshine Beach High provides differentiated approaches based on student performance data. Instruction responds to different data on a day-to-day basis. Teachers purposefully plan ways to engage, assist and demonstrate learning. Further extension and enrichment is offered throughout the curriculum for those exceeding above level expectations.

- Whole school pedagogical framework developed around Art and Science of Teaching (ASOT) and New Pedagogies for Deep Learning (NPDL).
- School curriculum design linked to student performance data and local needs.
- Development of differentiated curriculum and individual curriculum plans to meet diversity of needs e.g. learning difficulties, SWD.

CURRICULUM	CONTINUUM OF SUPPORT IN RESPONSE TO STUDENT DATA	TEACHING
Year level curriculum and achievement standard for age cohort – for most students	Differentiated and explicit teaching for all students	<ul style="list-style-type: none"> • Differentiated and explicit teaching within ASOT and differentiated, explicit teaching of expected behaviours
	Focused teaching – for identified students	<ul style="list-style-type: none"> • Additional scaffolding and support to enable students to meet or exceed year level curriculum achievement standards; and the school's behaviour expectations
	Intensive teaching and support – for a small number of students who are achieving well below or above the year level achievement standards in some or all learning areas, or whose behaviour continues to be inappropriate despite focused teaching	<ul style="list-style-type: none"> • Frequent and explicit instruction for sequential mastery of basic skills and knowledge • Some students may require intensive teaching for a short period of time, for particular aspects of the curriculum or behaviour skills • Other students may require intensive teaching for a more prolonged period of time • Provision of appropriately challenging learning opportunities for students requiring extension and enrichment
A different year level curriculum and achievement standard in one or more learning areas – for a small number of students	Focused teaching – for identified students	<ul style="list-style-type: none"> • Additional scaffolding and support to address more significant support needs and provide curriculum at a lower or higher year level; and additional support to enable students to meet the school's behaviour expectations
	Intensive teaching and support – for a small number of students who are achieving well below or above the year level achievement standards in some or all learning areas, or whose behaviour continues to be inappropriate despite focused teaching	<ul style="list-style-type: none"> • Frequent and explicit instruction for sequential mastery of basic skills and knowledge • Provision of appropriately challenging learning opportunities for accelerated students
A highly individualised curriculum based on the Australian Curriculum extended General capabilities of literacy and numeracy, and the personal and social capability, to access Australian Curriculum learning area content	Intensive teaching and support – for a small number of students who are achieving well below or above the year level achievement standards in some or all learning areas, or whose behaviour continues to be inappropriate despite focused teaching	<ul style="list-style-type: none"> • Intensive teaching that his highly individualised, comprehensive and ongoing

INDIVIDUAL CURRICULUM PLANNING FOR PROVIDING DIFFERENT YEAR LEVEL CURRICULUM

The following process is recommended when deciding whether a child should have an ICP. When developing ICPs students are either above or below year level curriculum than their age cohort – for a whole learning area or for all learning areas.



ASSESSMENT

- All faculties use the ACARA achievement standards for Junior school assessment.
- Administering NAPLAN for Years 7 & 9.
- Senior School meet QCAA assessment requirements of Senior Syllabi, SAS and VET qualifications to obtain QCE or QCIA.

REPORTING

- Our school completes the formal OneSchool Reporting to parents twice per year and one Mid-Semester 1 report.
- The use of a 5 point scale for reporting.
- Reports are constructed with effort and behaviour.
- Variations for reporting may occur for students with modified programs or those studying in VET subjects with modules.
- Parents are offered twice a year formal parent/teacher interviews, however continual communication is encouraged via email/phone or in person.

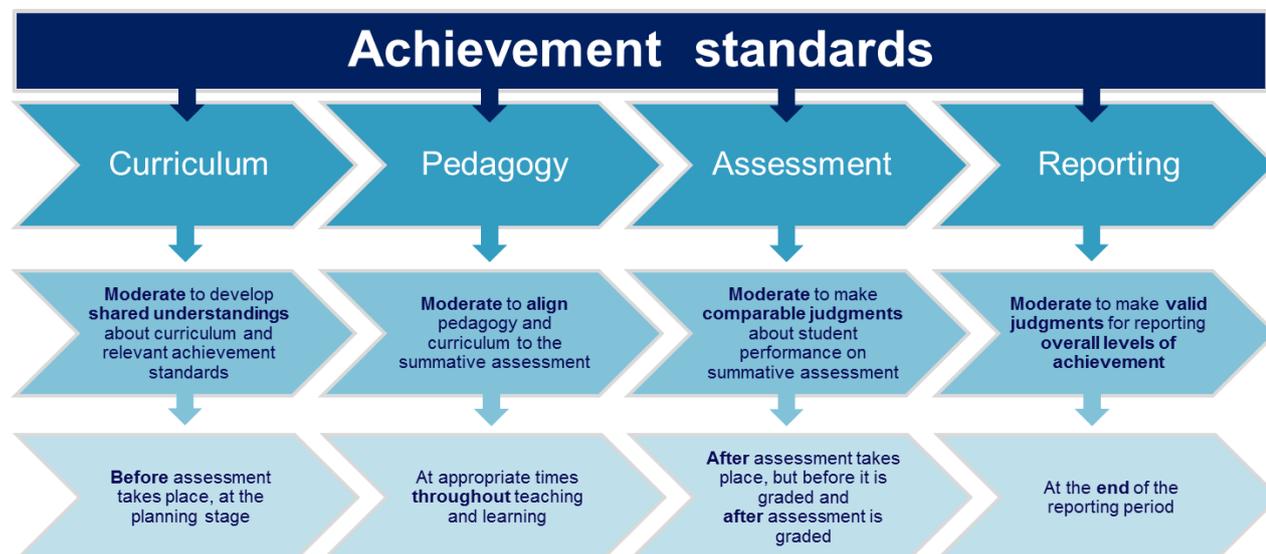
MODERATION POLICY

Preamble – Sunshine Beach State High School follows the requirements for assessment and moderation as specified in the P-12 curriculum, assessment and reporting framework (<https://education.qld.gov.au/curriculum/Documents/p12-carf-framework.pdf>).

The following Whole School Approach to Moderation aims to align curriculum, pedagogy, assessment and reporting; to promote professional conversations and build teaching expertise, provide consistency to the delivery of curriculum and assessment, and inform differentiation to meet individual student needs.

Moderation is an iterative and cyclical process that occurs at different junctures. Moderation should occur:

- before assessment takes place at the planning stage, and at appropriate times throughout teaching and learning;
- after assessment takes place, but before it is graded;
- after assessment is graded;
- at the end of the reporting period using assessment folios.



Policy –

That all faculties follow the calendarised moderation process at appropriate junctures through the year.

Procedures –

BEFORE: Moderation before assessment tasks takes place develops **shared understandings** about the curriculum and the relevant achievement standards. It ensures that **appropriate teaching** takes place **before** and **during** an assessment task. Heads of Department or Subject Coordinators should aim to meet with staff as early as possible after the task has been developed to discuss assessment standards (or ISMGs), task conditions, topics and the approaches used for the task prior to teaching. Students on an **Individual Curriculum Plan** for this subject and year level are identified at this juncture, and assessment needs clarified.

Suggested protocols: *Consensus, Calibration, Blind Marking*

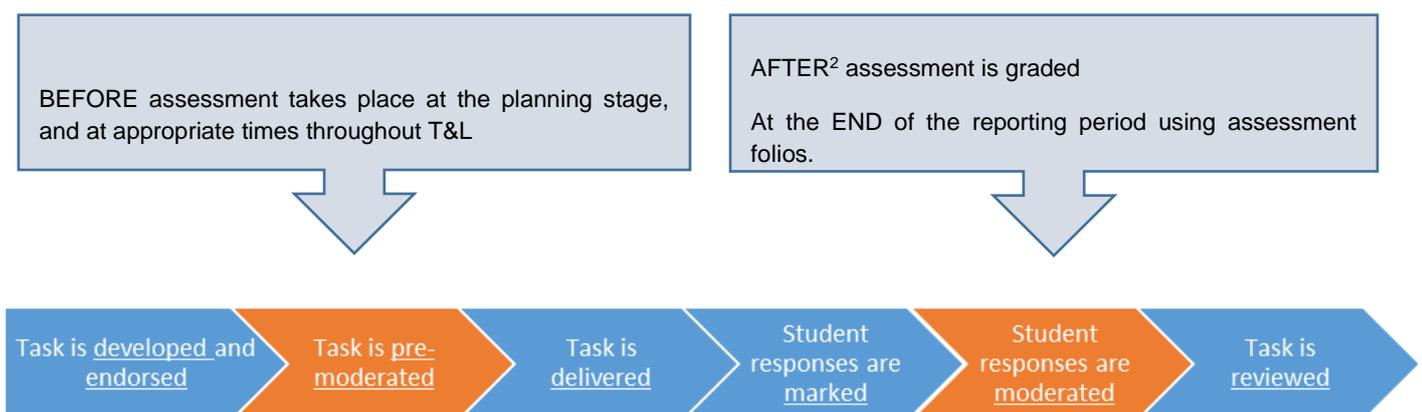
AFTER¹: Moderation after assessment takes place, but before it is graded. Heads of Department, Subject Coordinators and teachers moderate to make comparable judgements about student work on summative assessment. They undertake training prior to grading work (calibration) and use selected student responses from the cohort to make and compare judgments.

Suggested protocols: *Consensus, Calibration, Blind Marking, Comparability (Internal), Cross marking, Distributed marking, Double marking*

AFTER²: Moderation after assessment is graded. Heads of Department, Subject Coordinators and teachers moderate to confirm judgements and refine them if necessary.

Suggested protocols: *Checking borderline results, Consensus, Double Marking, Peer Review of random responses, Sampling*

END: Moderation at the end of the reporting period. Heads of Department, Subject Coordinators and teachers moderate to make **valid judgements** for reporting **overall levels of achievement**



*Note: For developing, delivering, marking and reviewing assessment items, please see SBSHS assessment policy.
For endorsement procedure see Assessment & Endorsement Policy*

SUNSHINE BEACH STATE HIGH SCHOOL

CURRICULUM FRAMEWORK – YEARS 7, 8, 9, 10

KLA	ENGLISH	MATHEMATICS	SCIENCE	HUMANITIES & SOCIAL SCIENCES AND BUSINESS	HEALTH & PHYSICAL EDUCATION	THE ARTS	TECHNOLOGY		LANGUAGES
							DESIGN TECHNOLOGY	DIGITAL TECHNOLOGY	
YR 7	English & Grammar Time	Mathematics & Numeracy	Science	HUMANITIES (History/Geography/Business)	HPE	<ul style="list-style-type: none"> – Dance – Drama – Music (Excellence Class only) 	Design Technology	Digital Technology	Italian
YR 8	English & Grammar Time	Mathematics & Numeracy	Science	Humanities <ul style="list-style-type: none"> – History / Geography / Business 	HPE	<ul style="list-style-type: none"> – Visual Art – Music 	Design Technology	Digital Technology	Italian
YR 9	English & Grammar Time	Mathematics & Numeracy	Science	Humanities <ul style="list-style-type: none"> – History / Geography – Business Studies 	<ul style="list-style-type: none"> – HPE – Surfing Excellence Program (application only) 	Electives: <ul style="list-style-type: none"> – Drama – Visual Art – Dance – Music – Media Arts 	Electives: <ul style="list-style-type: none"> – Industrial Design Technology – Food Studies – Fashion Studies – Early Childhood Studies – Graphics – Engineering Design Technology 	Electives: <ul style="list-style-type: none"> – Digital Technology 	Italian (elective)
YR 10 (SEM 1)	English	<ul style="list-style-type: none"> – Mathematics Elective: – Business Studies 	Science	Humanities <ul style="list-style-type: none"> – History / Geography – Business Studies 	<ul style="list-style-type: none"> – HPE – Surfing Excellence Studies (whole year – invitation) 	Electives: <ul style="list-style-type: none"> – Drama – Visual Art – Dance – Music – FTNM 	Electives: <ul style="list-style-type: none"> – Industrial Design Technology – Food Studies – Fashion Studies – Early Childhood Studies – Graphics & Design – Engineering Design Technology 	Electives: <ul style="list-style-type: none"> – Digital Technology 	Italian (elective)
YR 10 (SEM 2)	Prep English Essentials Prep English Literature	<ul style="list-style-type: none"> – Prep. Mathematics A – Prep. Mathematics B – Prep. Business 	<ul style="list-style-type: none"> – Prep. Physics – Prep. Chemistry – Prep. Biology – Prep. Marine Science – Science (6 months) – Earth & Environmental Science 	<ul style="list-style-type: none"> – Prep. Ancient History – Prep. Modern History – Prep. Geography – Prep. Indigenous Studies – Prep. Legal Studies – Prep. Business – Prep. Philosophy 	<ul style="list-style-type: none"> – Prep. Physical Education or Recreation – Prep. Health Education – Surfing Excellence Studies (whole year – invitation) – Fitness – Psychology (science) 	<ul style="list-style-type: none"> – Prep. Drama – Prep. Visual Art – Prep. Dance – Prep. Music – Prep. FTNM 	<ul style="list-style-type: none"> – Prep. Hospitality – Prep. Fashion Studies – Prep. Early Childhood Education and Care – Prep. Industrial Graphics – Prep. Furnishing – Prep. Engineering – Prep. Design 	<ul style="list-style-type: none"> – Prep. Digital Solutions 	Prep. Italian

SUNSHINE BEACH STATE HIGH SCHOOL

CURRICULUM FRAMEWORK – YEARS 11 & 12

KLA	ENGLISH	MATHEMATICS	SCIENCE	HUMANITIES & SOCIAL SCIENCES AND BUSINESS	HEALTH & PHYSICAL EDUCATION	THE ARTS	TECHNOLOGY	INFORMATION TECHNOLOGY	LANGUAGES	VOCATIONAL PATHWAYS TAFE & PRIVATE RTO
11 & 12	<ul style="list-style-type: none"> – English – English Essentials – English Literature 	<ul style="list-style-type: none"> – Mathematics A – Mathematics B – Mathematics C – Pre-Vocational Maths 	<ul style="list-style-type: none"> – Physics – Chemistry – Biology – Marine Science – Marine & Aquatic Practices 	<ul style="list-style-type: none"> – Modern History – Ancient History – Geography – Economics – Legal Studies – Business 	<ul style="list-style-type: none"> – Physical Education – Recreation – Health Education – Surfing Excellence Studies (whole year – invitation) incorporating Cert II Sport & Recreation and Cert II Public Safety – Cert. III Fitness – Psychology (science) 	<ul style="list-style-type: none"> – Dance – Drama – F&TV – Visual Art – Music – Music Extension (Year 12 only) – Cert. II Visual Art (Photography) – Cert. III Visual Art (Art & Photography) 	<ul style="list-style-type: none"> – Fashion Studies – Industrial Graphics – Cert II Tourism – Cert II Engineering Pathways – Furnishing Skills – Design – Hospitality Practices – Certificate III Early Childhood Education and Care – Cert. III Education Support 	<ul style="list-style-type: none"> – Information Technology Systems – Information Processing & Technology 	<ul style="list-style-type: none"> – Italian – * 	<ul style="list-style-type: none"> – Cert. I Information Technology, Digital Media and Technology – Cert. II Business – Cert. II Resources & Infrastructure – Cert. II Electro-technology – Cert. III/IV Fitness – Cert. IV Justice Studies <p>Access to extensive range of online certificate courses</p>

* School of Distance Education – offerings such as Japanese, French, Chinese