



# Albany Creek State High School Curriculum and Assessment Plan – 2025

School information and data		Sources for gathering information and data									
<b>Total enrolments</b>	1566										
<b>Year levels</b>	7-12										
<b>Partner Primary Schools</b>	Albany Creek SS, Eatons Hill SS, Albany Hills SS										
<b>Student information</b>	48% males	52% females									
	1.7% First Nations' students	21.2% students with disabilities (DDA)									
	5% EALD students	4% Defence families									
<b>Staff information</b>	131 teaching staff	44 non-teaching staff									
<b>Systemic priorities are:</b> <ul style="list-style-type: none"> <li>Success and wellbeing for all children and students through each stage of learning in an inclusive education system.</li> <li>Continuous improvement in teaching, learning and assessment of the Australian Curriculum and the senior syllabuses.</li> </ul>											
<b>School-based priorities are:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Curriculum and Pathways</b></td> <td><i>Alignment through Moderation</i></td> </tr> <tr> <td><b>Teaching and Learning</b></td> <td><i>Digital Platform Pedagogy</i></td> </tr> <tr> <td><b>Data and Performance</b></td> <td><i>Growing a Data Culture</i></td> </tr> <tr> <td><b>Community and Culture</b></td> <td><i>Fostering a Safe Culture</i></td> </tr> </table>				<b>Curriculum and Pathways</b>	<i>Alignment through Moderation</i>	<b>Teaching and Learning</b>	<i>Digital Platform Pedagogy</i>	<b>Data and Performance</b>	<i>Growing a Data Culture</i>	<b>Community and Culture</b>	<i>Fostering a Safe Culture</i>
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<b>Sources for gathering information and data</b> <ul style="list-style-type: none"> <li><b>Systemic</b> <ul style="list-style-type: none"> <li>ACARA - My School</li> <li>NAPLAN – school-specific and national trended data</li> <li>Annual Statistical Reports (Department of Education and QCAA)</li> <li>School Opinion Surveys</li> <li>Next Step</li> <li>OneSchool reports</li> </ul> </li> <li><b>School-based</b> <ul style="list-style-type: none"> <li>Formative and Summative assessment</li> <li>Achievement data</li> <li>CAPS</li> <li>Diagnostic testing – PAT Testing</li> <li>QCE Health checks</li> <li>School-devised surveys</li> <li>Academic Reviews</li> <li>TrackEd reports</li> </ul> </li> </ul>											

## 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"> <li>• <b>Effective implementation and alignment to:</b> <ul style="list-style-type: none"> <li>▪ Australian Curriculum – V8.4/staged V9</li> <li>▪ Senior Curriculum (QCE/QCIA)</li> <li>▪ QCAA procedures (incl. VET)</li> <li>▪ Student Learning and Wellbeing Framework.</li> </ul> </li> <li><b>is ensured through:</b> <ul style="list-style-type: none"> <li>- foregrounding assessment in mapping/planning</li> <li>- use of revised whole school unit planners</li> <li>- Faculty, Staff and Cluster meetings to align assessment and moderation processes</li> <li>- informed use of diagnostic tools to gather evidence to inform practice</li> <li>- curriculum risk management (CARA)</li> <li>- alignment of achievement standards and content descriptions in each year/KLA</li> <li>- Literacy/Numeracy progress monitoring/support</li> <li>- Wellbeing and Values Education (WAVE)</li> <li>- consistent application of policies/procedures</li> <li>- use of student assessment/reporting data to provide varied/flexible curriculum</li> <li>- rigorous delivery, monitoring and tracking of QCE/QCIA achievement</li> <li>- curriculum, teaching, learning and assessment program compliance with relevant authorities (e.g. QCAA, ASQA)</li> <li>- focused alignment of curriculum and pedagogy re: enlivening and broadening the use of the CCP (First Nations' Peoples' perspectives).</li> <li>- focused planning and implementation of VET opportunities/pathways</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pedagogical framework utilises:</b> <ul style="list-style-type: none"> <li>• NASOT Strategic Plan</li> <li>• Student Learning and Wellbeing Framework</li> <li>• Collegial Engagement Plan</li> <li>• Literacy/Numeracy Strategic Improvement Plan</li> <li>• School Review</li> <li>• Professional Development Plan</li> <li>• Data Plan</li> </ul> </li> <li>• <b>Pedagogical framework is enlivened in our practice through systems, strategies to improve teaching and learning and build staff capability that are:</b> <ul style="list-style-type: none"> <li>- intentionally collaborative and calibrated</li> <li>- consistent – with high expectations of/for the whole school community in teaching and learning</li> <li>- utilising Faculty, Staff and Cluster meetings model successful practice sharing and engage staff in CAP conversations regarding marker students</li> <li>- utilising mentoring/observation processes and data reflection, pedagogy scanning and leadership support</li> <li>- inquiry-based (PLC)</li> <li>- providing opportunities to enable professional reflection and refinement of practice [HODs collaborating with mentors, staff]</li> <li>- modelling and implementing feedback processes (whole school community) to ensure clear communication of roles, responsibilities and targets</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies to ensure consistency and rigour in assessment design and implementation is ensured through:</b> <ul style="list-style-type: none"> <li>- embedded processes – Assessment Audit Tool and Quality Assurance Tools 1 and 2</li> <li>- <i>Before-After-After-End</i> moderation processes and strategies</li> <li>- professional dialogue and peer review opportunities, collegial proformas at key junctures to encourage sharing, common language and understanding</li> <li>- common templating with closely monitored version control in: <ul style="list-style-type: none"> <li><i>Junior and Senior Assessment Unit Planning documents</i></li> </ul> </li> <li>- PLC opportunities – <i>Assessment – Marking Guides, Using Sample Evidence</i></li> <li>- applying inclusive practices in assessment design and implementation</li> <li>- clearly communicated and rigorous <i>Access Arrangements and Reasonable Adjustments</i></li> </ul> </li> <li>• <b>Data strategies in place to optimise student achievement and ensure continuous improvement:</b> <ul style="list-style-type: none"> <li>- Teacher engagement and completion of QCAA Accreditation Modules 1-3 (req.) and 4-7 (optional)</li> <li>- CAP system using data for earlier interventions for tracking</li> <li>- A-E, NAPLAN, PAT data, Year 12 QCE/VET data tracking, Academic Review</li> </ul> </li> <li>• <b>Whole school moderation systems that ensure</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Efficient and informed reporting of student achievement is ensured through:</b> <ul style="list-style-type: none"> <li>- academic reviews – active review of all student academic performance and proactive engagement with students at risk to strategise improvement measures</li> <li>- active celebration of student success/relative gains at key junctures,</li> <li>- QCE monitoring – health checks and mentoring at risk students, case-management</li> <li>- Principal's Awards, Academic Reviews, WAVE Program</li> <li>- review of reporting processes that enable clear and concise communication to community</li> <li>- twice yearly parent/carer opportunities to discuss student achievement, effort, behaviour and wellbeing</li> <li>- observation/celebration of community events – ANZAC Day, Investiture, Graduation, Awards Night, Showcase events, Principal Academic Awards, Effort and Behaviour Awards</li> </ul> </li> <li>• <b>Communication systems/opportunities used to engage wider school community – student wellbeing and achievement through:</b> <ul style="list-style-type: none"> <li>- timely YLC/DP/HOD/Teacher communication with students/parents/carers</li> <li>- regular Newsletter publication, School Magazine</li> <li>- regular and reliable parent information sessions</li> <li>- regular and reliable information distribution – email, social media, school website</li> <li>- Industry, Tertiary and other external partnerships</li> </ul> </li> </ul>

- utilising evidence-informed teaching practice
- Pedagogy Mentor to support teachers
- **Differentiation of teaching and learning for all students is ensured through:**
  - use of data to determine starting points for teaching and informing differentiation (CAP conversations)
  - consistent whole school approaches to classroom and behaviour management, recognition of difference, student well-being and autonomy

**alignment of curriculum, assessment, pedagogy and reporting through:**

- three levels of planning across whole school curriculum (whole school, faculty and unit mapping)
- professional reflection and action of curriculum and pedagogical practice in response to assessment and reporting data
- cluster meetings for moderation
- multiple and consistent junctures throughout the teaching and learning cycle reflective of CARF (including planning and following grading)
- formative assessment experiences – whole school and faculty level
- expectation of consistent and reliable communication of information to student, parent/carer to build community confidence

**Quality assurance and confidence in results through:**

- use of data collected to identify strengths and areas for improvement as a result of moderation experiences
- use of common approaches for matching evidence in student responses against the appropriate system of measurement.

**Community engagement:**

- Primary partnerships
- Year 7 Parent Induction session
- Parent information evenings (e.g. QCE system, Cyber-Safety)
- Parent supporter meetings
- Supporters' meetings
- Debating
- Arts events [Drama Night, Combined Bands Night, Strings Fiesta, Dance Showcase Evening, Senior Art Exhibition]
- Parent Teacher interviews
- Parent workshops
- Open Day/Pathways events
- Curriculum collaboration with primary colleagues (e.g. TORCH, Science, Music)
- Professional sharing with primary colleagues - *Inclusion*
- Artists-in-Residence program
- Community collaboration – Environment Committee

<ul style="list-style-type: none"> <li>• <b>Catering for all learners is ensured through:</b> <ul style="list-style-type: none"> <li>- application of inclusive practices/cultural considerations in curriculum design and implementation (e.g. LGBTIQ+, First Nations perspectives, neurodiversity)</li> <li>- use of student assessment and reporting data to provide suitable varied and flexible curriculum offerings</li> <li>- reasonable adjustments to curriculum delivery, pedagogy, assessment and reporting, NCCD - Students with disability, Gifted and Talented, EAL/D</li> <li>- provision of future pathways information and opportunities with specific consideration of student needs and abilities – SET Planning</li> <li>- data analysis to inform classroom differentiation and adjustment strategies – CAP, NCCD, co-teaching, ICPs</li> <li>- Implementation of IBSPs, Safety Plans, Strength-Based Profiles</li> <li>- effective resourcing (human, physical and financial) – learning environments, teacher aide allocations</li> <li>- provision of extension classes to challenge identified students – English, Mathematics and Science [Years 8 &amp; 9]</li> <li>- provision of revised preparatory courses in Year 10</li> <li>- provision of the TORCH enrichment program [Year 7]</li> <li>- WAM/TAM offerings to optimise curriculum, teaching and learning outcomes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review of practice occurs through:</b> <ul style="list-style-type: none"> <li>- active line management to enable two-way communication inputs regarding school priorities and ensure alignment takes place in APRs, progress meetings, traffic lighting</li> <li>- building capability initiatives [Creek2Hills, APR, Partner Primary Inclusion professional learning, English Faculty collaboration – Albany Hills State School Moderation activities, Junior Curriculum Cluster Moderation events]</li> <li>- data analysis to inform classroom differentiation strategies <ul style="list-style-type: none"> <li>▪ CAP</li> <li>▪ PAT Testing</li> <li>▪ ICP</li> <li>▪ NCCD</li> <li>▪ co-teaching</li> <li>▪ strengths-based profiles</li> </ul> </li> <li>- Annual Review of Practice - <i>checking what we're expecting</i></li> <li>- eLearning <ul style="list-style-type: none"> <li>▪ Writer's Toolbox</li> <li>▪ OBS Studio</li> <li>▪ SAMR eLearning Model</li> <li>▪ Collegial engagement and sharing</li> <li>▪ Capability development</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Consistent Senior Schooling processes and procedures to ensure that requirements of relevant authorities are met regarding certification (QCAA, VET, QCE/QCIA)</li> </ul>	<ul style="list-style-type: none"> <li>- SETPlan – Parent Information</li> <li>- Awards Night – Academic, Sporting, Cultural celebration</li> <li>- Teacher vs. Student Debate</li> <li>- Transition – Parent information, prospective POE student afternoons</li> </ul> <p><i>P&amp;C Association:</i></p> <ul style="list-style-type: none"> <li>- Monthly Principal reports</li> <li>- School Leadership visibility - P&amp;C and support events</li> </ul> <p><i>School Council</i></p> <ul style="list-style-type: none"> <li>- Quarterly meetings</li> <li>- Strategic planning</li> </ul> <p><i>Community links:</i></p> <ul style="list-style-type: none"> <li>- Creek 2 Hills Partnership</li> <li>- Bunyaville Environmental Education Centre</li> <li>- Northern Network</li> <li>- Local Chaplaincy Consultative Committee</li> <li>- Support relationships - Headspace. CYMHS. Moreton Bay Regional Council, Busy@work</li> <li>- Interact (Rotary)</li> <li>- Defence Mentor/ANZAC events</li> <li>- QTIC</li> <li>- Football – International coaching</li> <li>- Anytime Fitness/The Wealth Academy</li> <li>- Student leadership opportunities/events – partner primary schools</li> <li>- Cluster networks</li> <li>- Tertiary links – TafeQLD, USQ, ACU, USC, UQ, QUT, GU, ASQ</li> <li>- Open/Pathways Day</li> </ul>
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## 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 (DET) *P-12 Curriculum, Assessment and Reporting Framework* and in 2025 delivers the Australian Curriculum in all key learning areas to Years 7 -10 and the Queensland Curriculum and Assessment Authority (QCAA) General and Applied Syllabuses in Years 11 and 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**. The Albany Creek SHS Curriculum Plan 2025 reflects identified 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. All learning areas implementation of the Australian Curriculum V9 is staggered in delivery with full completion by 2026.

To best serve students, our school curriculum aims to be:

- inclusive
- 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
- appropriately differentiated to meet the needs of all students
- built on high expectations for all students.

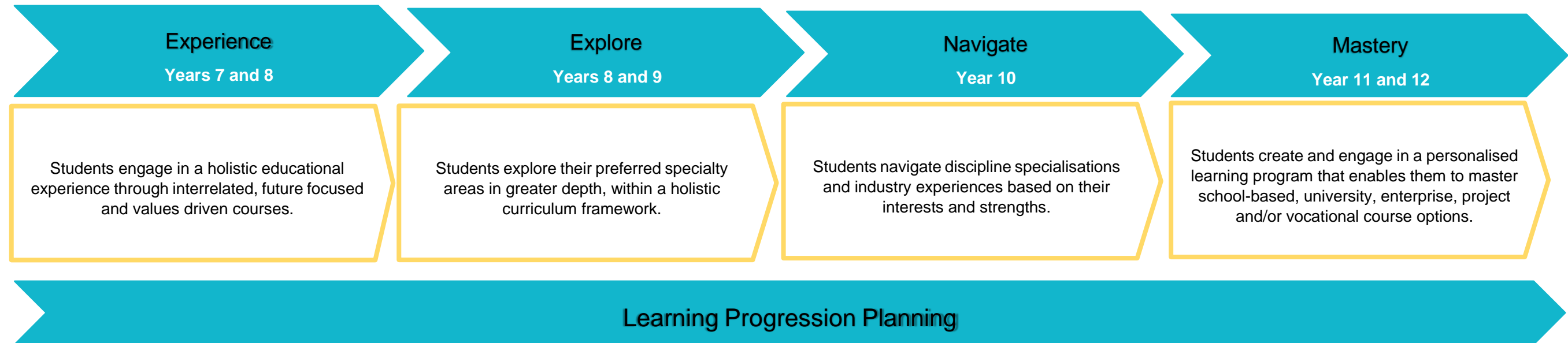
## Albany Creek State High School Curriculum Overview 2025

MANDATED SUBJECTS ALL CURRICULUM COURSES OF STUDY ARE TIMETABLED FOR 3 LESSONS PER WEEK											ELECTIVE SUBJECTS	EXCELLENCE PROGRAMS	WELL-BEING PROGRAM	SUPPORT PROGRAMS
7	<b>English</b> 3 lessons	<b>Mathematics</b> 4 lessons	<b>Science</b> 2 lessons	<b>Humanities:</b> - History - Geography - Economics and Business - Civics and Citizenship 3 lessons	<b>Physical Education</b> 1 Semester 3 lessons	<b>Japanese</b> 1 semester 3 lessons	<b>Digital Technology</b> Compulsory elective	<b>The Arts:</b> Dance, Drama, Art, Music, Media 2 choices per term  <b>Technologies:</b> Food and Fibre Production, Materials and Technologies Specialisations 1 choice per term	The Arts* Football **	WAVE	Numeracy support (in class) BS/AS maths supports Literacy support- LOTE exemption SEP support (in- class and tutorials) Co-teaching WAM: Wednesday activity modules  1 lesson per week			
<b>Enrichment: TORCH program</b>														
8	<b>English</b> 3 lessons	<b>Mathematics</b> 3 lessons	<b>Science</b> 3 lessons	<b>Humanities</b> <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Economics and Business</li> <li>• Civics and Citizenship</li> </ul> 3 lessons	<b>Physical Education</b> 1 Semester 3 lessons	<b>Japanese</b> 1 semester 3 lessons	<b>Digital Technology</b> Compulsory elective	Choice of 3 electives: <b>The Arts:</b> Dance, Drama, Media Arts, Music, Visual Art  <b>Technologies:</b> Food and Fibre Production, Materials and Technologies Specialisations 1 choice per term	The Arts* Football**	WAVE	Numeracy support ( in- class) Literacy support- LOTE exemption  *SEP: Foundation Core English, Mathematics, Science and History/Geography & Tutorials Co-teaching WAM: Wednesday activity modules 1 lesson per week			
9	<b>English</b>	<b>Mathematics</b>	<b>Science</b>	<b>History</b> 1 semester	<b>Physical Education</b> 1 Semester 3 lessons			4 electives per year in semester units: (2 electives per Semester)  <b>Technologies:</b> Design and Technologies, Digital Technologies, Food and Fibre Production, Food Specialisations or Materials and Technologies Specialisations	The Arts* Football**	WAVE	Numeracy support ( in- class) Literacy support			

						<b>Humanities:</b> Economics and Business Geography Legal Studies <b>HPE:</b> Health & Physical Education <b>Languages:</b> Japanese (1 or 2 semester study option) <b>The Arts:</b> Dance, Drama, Media Arts, Music, Visual Art			*SEP: Foundation Core English, Mathematics, Science and History/Geography & Tutorials TAM: Thursday activity modules 1 lesson per week
10	<b>English</b> English Literature or Essential English	<b>Mathematics</b> Mathematical Methods & Specialist Mathematics or Mathematics	<i>4 electives are studied for the full year:</i> <b>Sciences:</b> Biology, Chemistry, Physics, Psychology, The Sciences <b>Humanities:</b> Humanities/Tourism, Geography/Tourism, Histories, Legal Studies <b>Business:</b> Accounting, Business, <b>Physical Education :</b> Health, PE, HPE <b>Technologies:</b> Design, Digital Solutions, Engineering, Food & Nutrition, Hospitality Studies, Materials and Technologies Specialisations, Information Technology <b>Languages:</b> Japanese <b>The Arts:</b> Dance, Drama, Art, FTVNM, Music, The Arts - Production.	The Arts* Football**	WAVE ESP	Tutorials <i>Short Course – Career Education</i> (to be conducted in ESP) <i>Numeracy Short Course</i>			

11	<b>MANDATED</b>  English <i>Essential English</i> Short Course Lit/Num.  <i>Essential Mathematics</i> General Mathematics Mathematical Methods Specialist Mathematics	Select 4 subjects and study each for 3 lessons per week over 4 semesters:  <b>General subjects:</b> Accounting, Ancient History, Biology Business, Chemistry, Digital Solutions, Dance, Drama, Design, FTVNM, Food and Nutrition, Geography, Health, Japanese, Legal Studies, Literature, Modern History, Music, Physical Education, Physics, Psychology, Visual Art  <b>Applied subjects:</b> <i>Early Childhood Studies, Media Arts in Practice, Visual Arts in Practice, Science in Practice, Sport and Recreation Studies, Hospitality Studies, Furnishing Skills, Industrial Graphics Skills, Information and Communication Technology</i>  <b>Vocational Education and Training:</b> Certificate III Tourism, Certificate III Sport and Recreation, Certificate III Information Technology, Certificate I Construction, Certificate II Engineering Pathways, Certificate II Hospitality, Certificate III Business, Certificate III/IV Elite Dance Performance  <b>VET in Schools Program School of Distance Education</b> Note: A SBT/A or TAFE course that is not compatible with an academic/ATAR pathway may not be approved.	The Arts* Football**	WAVE ESP	*SEP: QCAA Short Course Career Development, Tutorials  <i>Certificate I – Work Readiness</i> (to be conducted in ESP)
12	English <i>Essential English</i> Short Course Lit/Num.  General Mathematics  Mathematical Methods Specialist Mathematics <i>Essential Mathematics</i>	Select 4 Subjects and study each for 3 lessons per week over 4 semesters  <b>General Subjects:</b> Accounting, Ancient History, Biology Business, Chemistry, Digital Solutions, Dance, Drama, Design, FTVNM, Food and Nutrition, Geography, Health, Japanese, Legal Studies, Modern History, Music, Music Extension, Physical Education, Physics, Visual Art  <b>Applied Subjects:</b> <i>Early Childhood Studies, Business Studies, Media Arts in Practice, Visual Arts in Practice, Science in Practice, Sport and Recreation Studies, Hospitality Studies, Furnishing Skills, Industrial Graphics Skills, Information and Communication Technology</i>  <b>Vocational Education and Training:</b> Certificate III Tourism, Certificate III Sport, Aquatics and Recreation, Certificate III Information Technology, Certificate I Construction, Certificate II Engineering Pathways, Certificate II Hospitality, Certificate III Business, Certificate III/IV Elite Dance Performance  <b>VET in Schools Program School of Distance Education</b>	The Arts* Football**	WAVE ESP	*SEP: QCAA Short Course Career Development, Tutorials  <i>*based on staff availability and student needs</i>





### **JUNIOR SECONDARY (Years 7, 8 AND 9)**

If a student joins the Albany Creek State High School community after the beginning of Year 7, they are inducted and supported by peer mentors, WAVE teachers, Year Level Coordinators and the HOD – Junior Secondary.

All Junior Secondary subjects align with the Australian Curriculum. Review of programs and assessment occurs regularly to ensure consistency and authenticity. These programs also align with the whole school thinking, literacy and numeracy strategies and the whole school pedagogical framework (NASOT); embedding strategies such as Learning Goals/Success Criteria into every lesson, unit and program.

Teachers differentiate instruction based on classroom observations, a wide range of data that includes subject levels of achievement, NAPLAN, diagnostic testing (PAT-R, PAT-M and PAT - S) as well as support provisions. Class Analysis Profiles capture this information and are completed by the classroom teacher at the beginning of the year and reviewed following each reporting juncture. Academic reviews follow reporting junctures. This is also an additional opportunity to identify issues regarding student engagement or wellbeing.

At Albany Creek State High School, the student support team meets regularly to review student data with a focus on student engagement and wellbeing. Following the identification of student need, resources for intervention and/or support are allocated and monitored.

### **SENIOR SECONDARY (Years 10, 11 AND 12)**

#### **10**

At Albany Creek State High School, Year 10 is the first year of the senior phase of learning. During this time, curriculum and pedagogical strategies are focused on developing the independent learner with the requisite skills to succeed in their chosen pathway at a pace appropriate to their learning need. Students are prepared academically and vocationally to pursue senior secondary pathways. Completion of a Senior Education and Training (SET) Plan is mandated for every Year 10 student. Set Plan interviews are conducted with students and their parent/s in August/September each year following Pathways Day.

#### **11-12**

The attainment of a *Queensland Certificate of Education* or a *Queensland Certificate of Individual Achievement* is the goal for students at the 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.

- **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 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.

- **WELLBEING PROGRAM**

Each Friday, students have a WAVE/Assembly lesson. Assemblies celebrate achievement, performances and share information. Student Leaders are essential to the assembly process. The WAVE (Wellbeing, Achievement and Values Education) Program 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

- **ENRICHMENT – CURRICULUM OFFERING**

The TORCH subject is offered in Year 7 and entry is by application and observational intake. Opportunities exist for identified students to experience a cross-curricular experience where combined key learning area projects enable a deep investigation of skills, processes and knowledge in specified areas.

- **EXTENSION PROGRAMS**

Given the changing development of students at this stage of their learning, extension class composition can be fluid and provide opportunity for students to move in and out according to their success. Students who are not in these classes are able to access the more advanced courses if they demonstrate that their knowledge, skills and achievement are sufficient.

***English***

The English Extension Program delivers the year level content with a specific focus on more challenging text selection. Extension classes are offered where identified students engage in more complex and sophisticated studies within English curriculum.

***Mathematics***

The Mathematics Extension Program delivers the year level content with a focus on achieving automaticity at a high level of the skills of the course, focusing on the more challenging aspects of the curriculum, specifically the more complex problem-solving.

***Science***

The Science Extension Program delivers the year level content with a focus on the more challenging aspects of the curriculum. Science extension provides students with more complex experiences of Biology, Chemistry, Physics and Earth Science strands.

## LEARNING SUPPORT – Literacy and Numeracy

### *How are students identified?*

1. The enrolment and transition process:
  - The HOD Junior School/Learning Connections meets with Student Support Team/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.
  - The enrolment interview specifically asks parents and students to provide information regarding any learning support that students received during primary schooling. This information is used to support classroom compositions.
  - 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.
  - At the commencement of the school year, all Year 7 students undertake PAT-M, PAT-R and PAT-S testing through the ACER OARS platform which provides further data that can be used to validate identify students needing support.
2. Referral – HOD Learning Connections 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?*

- Strength Based Profiles are developed with students to identify strategies to support their learning. 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. This process is subject to review under the TrackEd database package.
- The Support Teachers for Literacy and Numeracy and the respective Teacher Aides prepare and complete the Strength Based Profile in a timely manner to facilitate use by the classroom teachers. This is saved on each student's profile under the Support tab.
- PD opportunities will be provided regarding the Strength Based Profile process and procedures and common medical conditions that impact student performance.
- EAPs are updated at end of year in preparation for the following academic year.
- Diagnostic tools such as PROBE reading tests and the South Australian Spelling Test are used to plan targeted teaching.
- Investing for Success (I4S) funding is used to support identified students through targeted strategies aimed at increasing academic results and engagement.

### **Literacy**

- In Years 7 and 8, Literacy Support Classes are conducted by the Literacy Support Teacher. Time allocations are based on exemptions from language study for targeted students. Additional exemptions are possible as required.
- These have two emphases reading, writing and spelling. The program has previously been structured as follows or may use other programs to develop reading and writing skills in the future.
- Building the skills of students using the school wide priority signature strategies – Writer's Toolbox, TEE(A)L, 3 Tier Vocabulary, Iceberg (Here, Hidden, Head, Heart), Reading to Learn (Detailed Read, Notetaking, Joint Construction, Individual Rewrites) and Timed Writing, Quick Writes
- During the semester Year 7 and Year 8 students who do not access Literacy Support but require additional support are identified in their English or Year 7 core classes and provided with in-class support by teacher aides.
- Year 9 students requiring literacy support are organised into an English class and are provided with in-class support.
- Students deemed at risk of not successfully completing Year 10 English are assigned to a class that focuses on supporting their literacy learning necessary for QCE attainment.
- Students with low literacy are given priority in co-teaching classes from Years 8-10 where possible to support students through focused and intensive teaching.

### **Numeracy**

- In-class support is provided for identified students in identified classes across all year levels
- Mathematics Tutorials are available to students on Mondays (after school) and Tuesday mornings (from 8am).
- Identified classes for in-class support are assigned from Year 7-9 Mathematics.
- Building the skills of students using the school wide priority signature strategies – Writer's Toolbox, TEE(A)L, 3 Tier Vocabulary, Iceberg (Here, Hidden, Head, Heart), Reading to Learn (Detailed Read, Notetaking, Joint Construction, Individual Rewrites) and Timed Writing, Quick Writes, Proportional Reasoning, Notice and Wonder, Problem Solving

## INCLUSIVE CURRICULUM SUPPORTS (NCCD identified)

At Albany Creek State High School, the Learning Connections Faculty strives to create an environment that supports and enables students with additional needs to 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 class group to maximise and support needs of the individual student. Students will receive support from the regular classroom teacher, Learning Connections teachers and teacher aides according to individual needs. The support from Learning Connections 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 a *Languages* 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. Strengths based profiles will be in place for all students identified as having a disability via the NCCD process who have extensive or substantial adjustment needs.

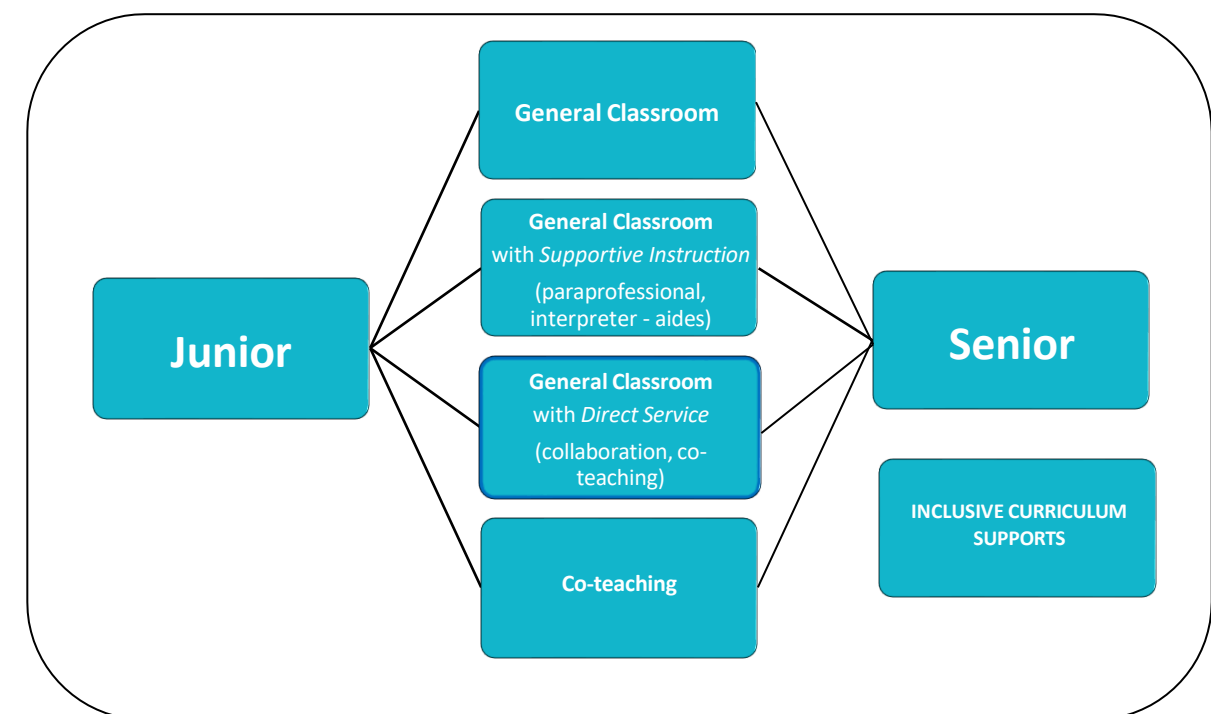
Individual Curriculum Plans (ICPs) record curriculum decisions when a student is provided a lower or higher year level of the Australian Curriculum than their age cohort; resulting in the student being taught, assessed and reported against the lower or higher achievement standard for a single learning 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 a co-teaching model in a range of subjects. The co-teaching model is being continued in some core classes where curriculum is delivered in regular classrooms that have 2 teachers, one being a Learning Connections teacher who share the responsibility for planning, teaching and assessing all students in the class. The co-teaching model aligns school-based practices with Education Queensland's Inclusive Education Policy. Any student requiring an Individual Curriculum Plan is taught, assessed and reported according to the content descriptors of the Australian Curriculum allowing them 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. 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.

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 Learning Connection faculty also provides a safe and supportive environment to support the social-emotional needs of students within a dedicated area supported by Learning Connection teachers and teacher aides.



YEAR	DIAGNOSTIC	NAPLAN	FORMATIVE AND SUMMATIVE	COMPETENCY BASED
7	PAT R / PAT M / PAT S Testing (ACER) Week 1-2, Term 1 (aligned to October Yr. 6 norms) Week 1, Term 3 (aligned to October Yr. 7 norms)	Test- May	Assessment Tasks as per Australian Curriculum Planning  +	
8	PAT R / PAT M / PAT S Testing (ACER) Week 1-2, Term 3 (aligned to October Yr. 8 norms)	Preparation – Semester 2	Assessment Tasks as per QCARF Alignment	
9	PAT R / PAT M / PAT S Testing (ACER)  Week 1-2, Term 4 (aligned to October Yr. 9 norms)	Test- May	T3/Wk 8 - 90-minute exam for English Term 4 – 90-minute exam for Maths	
10			Assessment Tasks as per curriculum documents.	
11			4 items of assessment per subject per year.  Exam block testing in Terms 2/4- TBC	
12			Assessment Tasks as per QCAA endorsed work and study plans. Exam block testing in Terms 2/3/4.	

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) 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 and 4) for Years 7-10. Reporting for Years 11 (Units 1 and 2) and 12 (Unit 3 and 4[Applied syllabuses only]) occurs at the completion of these units. In Year 12, there is no formal school report at the end of Term 4 as students receive 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	Attendance
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An A to E scale, with the exception of VET certificate subjects where the following is used to report on each student's progress towards attainment:

### Achievement Descriptors

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

### VET certificate competency scale

CA - Competency Achieved
WTC - Working toward competency
CNA - Competency Not Achieved

### Effort and Behaviour Descriptors

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

### **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 NASOT (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 software programs to do so.

## Recognising And Celebrating Student Success:

### **Positive Behaviour Notices**

Teachers are encouraged to record positive behaviour for students in OneSchool to acknowledge success or improvement, Year Level Shout Outs at Year Level Assemblies.

### **Principal's Awards Yr. 7-12**

At end of Term 1 and again at the end of Semester 1 students who have received a GPA of 4.6 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 (Junior and Senior)**

At different intervals throughout the year, student achievement is acknowledged through various awards events. At the end of the year, special awards are also presented to students who meet selection criteria.

- Academic, Sporting and Cultural recognition for students who have represented the school at varying levels or in various ways.