



# Lowood State High School

## Whole School Curriculum Plan

2022

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# 1. School Overview

## Motto

*Creating the Future*

## Vision

Lowood State High School delivers high quality educational opportunities and outcomes to enable all students to experience success.

## Focus

Lowood State High School is committed to providing high quality education which encourages students to achieve to the best of their ability, 'Creating the Future'.

Our focus is on preparing students with 21st Century Skills, attributes and qualifications that allow them to progress successfully to the next phase of their life; university, an apprenticeship or traineeship, further training or employment. We are determined to provide successful learning opportunities, in a manner that is consistent with recent research on effective adolescent learning.

We provide a diverse range of curriculum opportunities to cater for all students, by offering academic and vocational pathways. We develop and empower students to be healthy and confident young people who can successfully navigate a more complex world. A range of opportunities are provided throughout the school year to enrich learning. We cater for all students using an inclusive model, whilst addressing individual needs.

## Values

<b>Respect</b>	I behave, and treat others in a way that is kind a fair
<b>Integrity</b>	I do the right thing, even when no one is watching
<b>Self-reliance</b>	I understand that you are responsible for your own actions
<b>Engagement</b>	I actively participate in all aspects of school life

## School Priorities

<b>Skills of Wellbeing</b>	Through the Skills of Well-being, I am growing my personal resilience to engage in learning and enjoy school through positive self-directed behaviour.
<b>Skills of Achievement</b>	Through the Skills of Achievement, I build my personal success by engaging in effective feedback to achieve my goals for improvement.

## Demographics

School information and data		Sources for gathering information and data
Total enrolments	786	<b>Systemic</b> NAPLAN PAT M PAT R Semester Reports
Year levels	7, 8, 9, 10, 11 and 12	
Student information	50% males	
	50% females	
	13.6% Indigenous students	
	13.9% of students with disabilities	
Staff information	71 teaching staff	<b>School based</b>
	37 non-teaching staff	

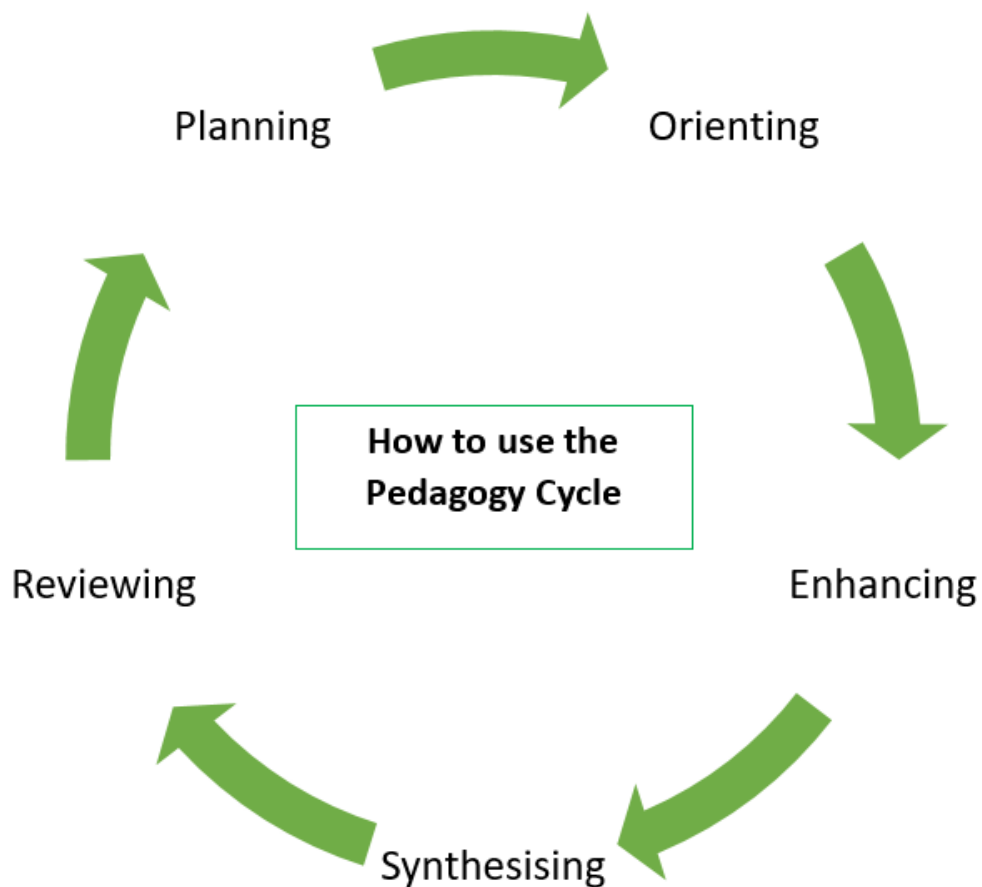
## 2. Pedagogical Framework Overview

### Lowood SHS Pedagogy Framework Introduction

The *Lowood Pedagogy Framework* is a **framework** for **teaching** and **learning** at Lowood State High School. It encompasses the principles of **direct, explicit instruction** to frame lesson planning, the development of teaching sequences, opportunities for formative assessment and differentiating for optimal student engagement. It incorporates the **Lowood by Design** backward mapping curriculum design model for developing year level, band and unit plans, and aligning assessment. The **Lowood Moderation Model** works with the Framework to align the various moderation activities in each phase of the pedagogy cycle.

The framework is organised into **five phases** of teaching and learning. The term 'phase' is deliberately used to indicate that they are flexible, adaptable, fluid, and not definitive. It is possible, even likely, to move in and out of phases within one lesson and the phases are not necessarily sequential.

The framework assumes that teachers will deliver lessons using the Explicit Instruction model.



PLANNING	ORIENTING	ENHANCING	SYNTHESISING	REVIEWING
<ul style="list-style-type: none"> <li>use data, AC and LBD to plan a differentiated unit delivery</li> <li>plan strategies for providing feedback, and differentiation</li> <li>plan critical content, assessment strategies and teaching / learning sequences</li> <li>moderation of assessment with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>warm ups</li> <li>introducing students to topic / content</li> <li>gaining knowledge of student abilities, interests, peers, etc.</li> <li>setting student learning goals</li> </ul>	<ul style="list-style-type: none"> <li>extend and refine knowledge &amp; skills</li> <li>complex reasoning processes</li> <li>guided practice</li> <li>formative feedback using marking guides</li> <li>informal moderation of assessment with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>bring it all together</li> <li>independent practice and feedback</li> <li>self-assessment</li> <li>formal moderation</li> </ul>	<ul style="list-style-type: none"> <li>review &amp; reflection</li> <li>formal moderation</li> <li>feedback</li> <li>self-reflection of student and teacher</li> <li>use of student learning profiles to reflect on learning and plan the next step</li> </ul>

## Lowood SHS Pedagogy Framework - Summary

		ENHANCING	SYNTHESISING	REVIEWING
<p><b>Planning happens before you deliver the lesson/unit, and at regular points throughout the unit. You:</b></p> <ul style="list-style-type: none"> <li>• <b>analyse</b> all available data and information to provide relevant, current and aligned curriculum to students;</li> <li>• <b>identify critical content</b> and assessable elements [including cognitive verbs];</li> <li>• <b>ensure</b> adequate coverage of general capabilities and 21<sup>st</sup> C skills;</li> <li>• <b>plan, align and endorse</b> assessment for all levels of student capability [<b>moderation</b>];</li> <li>• <b>select and plan</b> a range of possible learning experiences including kinaesthetic and differentiated activities such as group work, brain breaks, activity stations, different ways of learning, etc.;</li> <li>• <b>plan</b> a schedule compatible with the school calendar that shows teaching, assessment and moderation sequences;</li> <li>• <b>plan</b> each unit for your class using the LBD unit and teaching sequence template;</li> <li>• <b>store</b> your T&amp;L sequence according to HOD instruction.</li> </ul>	<p><b>The orienting phase is the opening phase of a unit. The purpose of this phase is twofold.</b></p> <p><b>You:</b></p> <ul style="list-style-type: none"> <li>• <b>introduce</b> students to the topic, assessment strategies, learning goals [what they will know, do and understand] and the overall learning plan [course planner] for the unit; to help them acquire and integrate new knowledge.</li> <li>• <b>gain feedback</b> from students on prior skills, knowledge, interests including preconceptions, misconceptions, learning styles and obstacles, effective student groupings etc.</li> <li>• <b>set</b> student learning goals using the <b>Student Learning Profiles</b></li> <li>• <b>develop</b> learning activities that include frequent opportunities for student responses, followed by immediate, affirmative and corrective feedback.</li> <li>• <b>sequence</b> skills logically to build on previous knowledge and achieve the learning goals by the end of the unit/lesson</li> <li>• <b>identify critical content</b> as either declarative or procedural knowledge. [know / do] [knowledge / skills]</li> <li>• <b>prepare</b> for guided practice by the end of the orienting phase.</li> </ul>	<p><b>In this phase learners extend and refine their knowledge and skills. Learners examine and analyse information in a way that helps them make new connections, discover meaning, gain insight and clarify misconceptions.</b></p> <p><b>You:</b></p> <ul style="list-style-type: none"> <li>• <b>introduce</b> reasoning processes that are more complex than those used when knowledge simply is being recognized or reproduced to deepen understanding;</li> <li>• <b>teach and use</b> processes that change — extend and refine — the knowledge. Complex reasoning processes such as comparing, classifying, deducing, analysing, etc. [HOTS];</li> <li>• <b>require</b> frequent responses <b>giving</b> immediate <b>feedback</b>;</li> <li>• <b>sequence</b> skills logically to build depth into student mastery;</li> <li>• <b>provide</b> many opportunities for guided practice and gradual independent practice for all students;</li> <li>• <b>monitor</b> all student outcomes closely and provide corrective feedback while assessment of student work is still formative.</li> <li>• <b>moderate</b> formative outcomes, content coverage, skills mastery</li> </ul>	<p><b>When students synthesise, they bring together the critical skills and knowledge from this unit, blend it with their prior learning, use their complex reasoning skills to enhance that knowledge and then apply it in a meaningful way.</b></p> <p><b>You:</b></p> <ul style="list-style-type: none"> <li>• <b>provide</b> ongoing opportunities for guided practice and feedback, with increasing independence and complexity, according to the formative outcomes of individual students at this point;</li> <li>• <b>provide</b> positive and corrective <b>feedback</b> on drafts of summative tasks or practice / sample exams using the <b>marking guides</b> for the summative task;</li> <li>• <b>teach</b> students how to identify their level of achievement according to the achievement standards of the subject;</li> <li>• <b>moderate</b> formative outcomes, content coverage, skills mastery and preparedness for the summative task especially where subjects have more than one class and teacher;</li> <li>• <b>moderate</b> summative tasks for calibration and confirmation of alignment, consistency and expected responses.</li> </ul>	<p><b>The review phase reflects on student outcomes, feedback from students on engagement and mastery, moderation of summative assessment, and teacher feedback to suggest improvements or adjustments to the unit / lesson in future deliveries.</b></p> <p><b>You:</b></p> <ul style="list-style-type: none"> <li>• <b>moderate</b> summative tasks for consensus on alignment, consistency and expected responses;</li> <li>• <b>provide feedback</b> to students on their progress in this unit and their demonstrated mastery of the requisite skills and knowledge [this will inform the next unit];</li> <li>• use the <b>Student Learning Profiles</b> to reflect on outcomes and plan the next step;</li> <li>• <b>revisit and check</b> ICPs;</li> <li>• <b>examine</b> patterns in student growth or learning and ability / interest groupings;</li> <li>• <b>check</b> that differentiation strategies used were recorded for NCCD;</li> <li>• <b>reflect</b> on your practice using the AITSL standards and review goals or set new goals in PDPs.</li> </ul>

### 3. Years 7-9 Curriculum Organisation

	English	Mathematics	Science	Humanities	HPE	The Arts	Technologies	School-based Programs
Year 7	CORE	CORE	CORE	<p>CORE</p> <p>Students also study one term of</p> <ul style="list-style-type: none"> <li>Economics and Business</li> </ul>	CORE	<p>Students experience one term each of:</p> <ul style="list-style-type: none"> <li>Visual Art</li> <li>Dance/Drama</li> <li>Music</li> </ul>	<p>Students experience one term each of:</p> <ul style="list-style-type: none"> <li>Materials and Technologies Specialisations</li> <li>Food Specialisations</li> <li>Digital Technologies</li> </ul>	<p>Students experience:</p> <ul style="list-style-type: none"> <li>Well-being lesson (weekly)</li> <li>Future Work Skills (weekly)</li> <li>Rock and Water Program (one term)</li> </ul>
Year 8	CORE	CORE	CORE	<p>CORE</p> <p>Students may select as an elective</p> <ul style="list-style-type: none"> <li>Economics and Business</li> </ul>	<p>CORE</p> <p>(Elective – Football Academy)</p>	<p>Students choose four elective subjects . Two to be studied in each semester.</p> <ul style="list-style-type: none"> <li>Visual Art</li> <li>Dance</li> <li>Drama</li> <li>Music</li> </ul>	<ul style="list-style-type: none"> <li>Materials and Technologies Specialisations</li> <li>Design and Technologies</li> <li>Food Specialisations</li> <li>Digital Technologies</li> </ul>	<p>Students experience:</p> <ul style="list-style-type: none"> <li>Well-being lesson (weekly)</li> <li>Future Work Skills (weekly)</li> </ul>
Year 9	CORE	CORE	CORE	<p>CORE – Students can select to study either History, Geography or Citizenship</p> <p>Students may select as an elective</p> <ul style="list-style-type: none"> <li>Economics and Business</li> </ul>	<p>CORE</p> <p>(Elective – Football Academy)</p>	<p>Students choose two elective subjects to study in more depth for the year.</p> <ul style="list-style-type: none"> <li>Visual Art</li> <li>Dance</li> <li>Drama</li> <li>Music</li> </ul>	<ul style="list-style-type: none"> <li>Materials and Technologies Specialisations</li> <li>Design and Technologies</li> <li>Food Specialisations</li> <li>Digital Technologies</li> </ul>	<p>Students experience:</p> <ul style="list-style-type: none"> <li>Well-being lesson (weekly)</li> </ul>

## 4. Overview of Curriculum Provision – Years 7-9

Learning Area	Subject	Year 7	Year 8	Year 9
English	English	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min
Mathematics	Mathematics	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min
Science	Science	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min
Humanities	Humanities	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min	
	History			2 Semesters 3 lessons @70 min
	Geography			2 Semesters 3 lessons @70 min
	Citizenship			2 Semesters 3 lessons @70 min
	Economics and Business	1 Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
Health and Physical Education	HPE	2 Semesters 2 lessons @70 min	2 Semesters 2 lessons @70 min	2 Semesters 3 lessons @70 min
	Football Academy		2 Semesters 2 lessons @70 min	2 Semesters 2 lessons @70 min
The Arts	Visual Art	1 Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Dance	1 Term 1 lesson @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Drama	1 Term 1 lesson @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Music	1 Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
Technologies	Materials and Technologies Specialisations	1 Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Design and Technologies		1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Food Specialisations	1 Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Digital Technologies	1 Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
School-based Programs	Rock and Water	1 Term 2 lessons @70 min		
	Well-being	2 Semesters 1 lessons @70 min	2 Semesters 1 lessons @70 min	2 Semesters 1 lessons @70 min
	Future Work Skills	2 Semesters 1 lessons @70 min	2 Semesters 1 lessons @70 min	

*\*\*Elective offerings are indicated in red and blue*

## 5. Learning Area Progression – Years 7-12

Faculty	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	English	English	English	English	English Essentials English General	English Essentials English General
Mathematics	Maths	Maths	Maths	Maths Maths Extension	Maths Essentials Maths General Mathematical Methods Short Course in Numeracy	Maths Essentials Maths General Mathematical Methods Short Course in Numeracy
Science	Science	Science	Science	Science Science Extension Certificate II Horticulture	Chemistry Biology Physics Certificate II Horticulture	Chemistry Biology Physics Certificate II Horticulture
Humanities	Humanities	Humanities	History Geography	Humanities Civics and Citizenship	Modern History (General) Ancient History (General) Legal Studies (General) Geography (General) Social and Community Studies (Applied)	Modern History (General) Ancient History (General) Legal Studies (General) Geography (General) Social and Community Studies (Applied)
	Economics and Business	Economics and Business	Economics and Business	Certificate II Business Certificate II Retail Certificate II Finance	Certificate IV Business Certificate II Business Certificate II Retail Certificate II Finance	Certificate IV Business Certificate II Business Certificate II Retail Certificate II Finance



<b>HPE</b>	HPE	HPE Football Academy	HPE Football Academy	HPE Football Academy Athletes Development Program	Certificate III Fitness Sport and Recreation	Certificate III Fitness Sport and Recreation
<b>The Arts</b>	Dance and Drama Visual Arts Music	Dance Drama Visual Arts Music	Dance Drama Visual Arts Music	Certificate II Dance Drama Visual Arts Music	Certificate III Visual Arts Certificate III Community Dance, Theatre and Events	Certificate III Visual Arts Certificate III Community Dance, Theatre and Events
<b>Technology</b>	Materials and Technology  Digital Technologies	Materials and Technology  Design and Technologies Digital Technologies	Materials and Technology  Design and Technologies Digital Technologies	Materials and Technology Design and Technologies Digital Technologies	Building and Construction Skills Engineering Skills Furnishing Skills Industrial Graphics Skills	Building and Construction Skills Engineering Skills Furnishing Skills Industrial Graphics Skills
	Food Specialisation	Food Specialisation	Food Specialisation	Food Specialisation	Certificate II Hospitality Early Childhood Studies Certificate II Active Volunteering Certificate II Applied Fashion Design and Technology	Certificate II Hospitality Early Childhood Studies Certificate II Active Volunteering Certificate II Applied Fashion Design and Technology

## 6. Assessment Plan – Years 7-10

### English

Year Level	Term 1	Term 2	Term 3	Term 4	Cognitive Verbs
7	Literary Memoir <ul style="list-style-type: none"> <li>▪ Written</li> <li>▪ Extended response</li> <li>▪ Personal audience</li> </ul>	Persuasive Speech <ul style="list-style-type: none"> <li>▪ Spoken</li> <li>▪ Extended response</li> <li>▪ Persuasive</li> </ul>	Narrative Intervention <ul style="list-style-type: none"> <li>▪ Written</li> <li>▪ Extended response</li> <li>▪ Imaginative</li> </ul>	Analytical Essay <ul style="list-style-type: none"> <li>▪ Multimodal</li> <li>▪ Various responses</li> <li>▪ Persuasive</li> </ul>	Understand, Explain, Analyse, Select, Listen Create, Make, Use
8	Short Story <ul style="list-style-type: none"> <li>▪ Written</li> <li>▪ Extended response</li> <li>▪ Imaginative</li> </ul>	Analytical Essay <ul style="list-style-type: none"> <li>▪ Written</li> <li>▪ Extended response</li> <li>▪ Analytical</li> </ul>	Persuasive Speech <ul style="list-style-type: none"> <li>▪ Spoken</li> <li>▪ Extended response</li> <li>▪ Persuasive</li> </ul>	Media Campaign <ul style="list-style-type: none"> <li>▪ Multimodal</li> <li>▪ Various responses</li> <li>▪ Persuasive</li> </ul>	Understand, Explain, Interpret, Question, Select, Listen, Use, Show, Create, Make
9	Feature Article <ul style="list-style-type: none"> <li>▪ Written</li> <li>▪ Extended response</li> <li>▪ Public audience</li> </ul>	Multimodal Presentation <ul style="list-style-type: none"> <li>▪ Spoken/Visual</li> <li>▪ Extended response</li> <li>▪ Expository</li> </ul>	Short Story <ul style="list-style-type: none"> <li>▪ Written</li> <li>▪ Extended response</li> <li>▪ Imaginative</li> </ul>	Seen Essay Exam <ul style="list-style-type: none"> <li>▪ Written</li> <li>▪ Extended response</li> <li>▪ Analytical</li> </ul>	Analyse, Evaluate, Integrate, Understand Manipulate, Interpret, Select, Listen, Explain, Make, Create, Use
10	Multimodal Presentation <ul style="list-style-type: none"> <li>▪ Spoken</li> <li>▪ Extended response</li> <li>▪ Persuasive</li> </ul>	Feature Article <ul style="list-style-type: none"> <li>▪ Written</li> <li>▪ Extended response</li> <li>▪ Public audience</li> </ul>	Seen Essay Exam <ul style="list-style-type: none"> <li>▪ Written</li> <li>▪ Extended response</li> <li>▪ Analytical</li> </ul>	Short Story <ul style="list-style-type: none"> <li>▪ Written</li> <li>▪ Extended Response</li> <li>▪ Imaginative</li> </ul>	Evaluate, Explain, Develop, Contribute, Interpret, Analyse, Listen, Select, Create, Make, Use, Justify

## Mathematics

Year Level	Term 1	Term 2	Term 3	Term 4	Cognitive Verbs
7	Folio of work  Exam	Problem-Solving and Modelling Task  Exam	Problem-Solving and Modelling Task  Folio of work	Exam  Folio of work	Assign, Calculate, Classify, Compare, Connect, Construct, Describe, Determine, Express, Identify, Interpret, Name, Represent, Solve, Use
8	Folio of work  Exam	Exam  Problem-Solving and Modelling Task	Problem-Solving and Modelling Task  Folio of Work	Exam  Folio of work	Apply, Calculate, Choose, Convert, Describe, Determine, Explain, Identify, Make Connections, Make Sense of, Model, Name, Simplify, Solve, Use
9	Problem-Solving and Modelling Task  Exam	Exam  Folio of work	Exam  Exam	Problem-Solving and Modelling Task  Folio of Work	Apply, Assign, Calculate, Compare, Construct, Expand, Explain, Find, Interpret, List, Make sense of, Recognise, Sketch, Solve, Use
10	Exam	Problem-Solving and Modelling Task  Exam	Exam	Problem-Solving and Modelling Task  Exam	Apply, Calculate, Compare, Describe, Evaluate, Expand, Find, List, Make connections, Perform, Recognise, Solve, Use
10 EXT	Exam	Problem-Solving and Modelling Task  Exam	Problem-Solving and Modelling Task  Exam	Exam	Apply, Calculate, Compare, Describe, Evaluate, Expand, Find, List, Make connections, Perform, Recognise, Solve, Use

## Science

Year Level	Term 1	Term 2	Term 3	Term 4	Cognitive Verbs
7	Student Experiment – Filtration Folio of work	Student Experiment – Balloon Powered Vehicle Folio of work	Research Task – Sun, moon and earth system Folio of work	Examination - Classification Folio of work	Describe Analyse Explain Identify Classify
8	Student Experiment – Particle Theory Folio of work	Examination - Rocks and Minerals Folio of work	Student Experiment – Energy Transformation Folio of work	Examination - Cells and Reproduction Folio of work	Compare Explain Predict Identify Analyse Justify
9	Student Experiment – Thermal Insulation Folio of work	Examination - Ecosystems and Body systems Folio of work	Student Experiment – Exothermic reactions Folio of work	Examination - Tectonic processes Folio of work	Explain Describe Analyse Predict Design Evaluate
10	Research task – Evolution theory Folio of work	Student Experiment – Reaction rates Folio of work	Student Experiment – Collisions Folio of work	Examination - Origins of the universe Folio of work	Analyse Predict Explain Apply Develop Design Evaluate

## Humanities

Year Level	Term 1	Term 2	Term 3	Term 4	Cognitive Verbs
7	Geography: Task 1: Short Response Task  Task 2: Mapping and written response	Geography: Written Report	History: Examination	History: Source Analysis	Understand, investigate, develop, evaluate, analyse, apply, refine, and communicate
8	History: Exam: Timeline Exam: Response to Stimulus Exam: Response to Stimulus	History: Research Task/Historical Report	Geography: Examination	Geography: Research Task	Understand, investigate, develop, evaluate, analyse, apply, refine, and communicate
9 Geography	Field Work Report	Research Task	Folio of tasks	Exam	Understand, investigate, develop, evaluate, analyse, apply, refine, and communicate
9 History	Investigation	Exam  Exam	Research Task	Exam	Understand, investigate, develop, evaluate, analyse, apply, refine, and communicate

## HPE

Year Level	Term 1	Term 2	Term 3	Term 4	Cognitive Verbs
7	Practical  Exam	Practical	Practical  Practical	Practical  Exam	Investigate, evaluate, analyse, apply, refine, demonstrate
8	Practical  Exam	Practical	Practical  Exam	Practical  Practical	Investigate, evaluate, analyse, apply, refine, demonstrate
9	Practical  Exam	Practical  Written Report	Practical  Exam	Practical  Exam	Investigate, evaluate, analyse, apply, refine, demonstrate
10	Practical  Multimodal Presentation	Practical	Practical  Written Report	Practical  Written Report	Investigate, evaluate, analyse, apply, refine, demonstrate

## 7. Making Curriculum Accessible to All

Lowood State High is a fully inclusive school and our priority is to provide comparable learning opportunities that can be used flexibly to meet the needs of **all students**. Inclusive education is about ensuring that all students, regardless of disabilities or other differences, are able to fully participate, learn, develop and succeed at school. **It is through teaching and learning programs that build upon the student's interests, strengths, individual needs and focus on their goals that we help students to achieve their potential.**

**Co-Teaching Model** – the Co-Teaching Model provides high quality education by having two teachers in the one classroom working collaboratively to plan, organise, instruct, differentiate and assess students through personalised learning for all students. A Co-Teaching partnership requires teachers to make joint instructional decisions and share responsibility and accountability for student learning.

Having two teachers in a classroom provides many opportunities for all students to access the curriculum. Students and teachers have more one on one interactions which builds more positive relationships, provides additional support to achieve success and creates a diverse classroom environment.

**ASDAN** (Award Scheme Development and Accreditation Network) – offers a flexible approach to learning and an imaginative way of accrediting young people's achievements. It provides a wide range of curriculum award programs for students with a wide range of abilities to gain skills for learning, work and life.

ASDAN consists of three Personal Development Programs (Bronze, Silver and Gold Awards). All three programs offer opportunities for skills development in both personal and social realms. Students on the successful completion of the programs can gain two points towards their QCE.

ASDAN'S vision is to recognise that students are multi-talented and to celebrate that diversity, seeks to:

- Encourage, engage and motivate learners
- Promote active and experiential learning
- Raise the expectations of learners
- Reward a range of learning styles and contexts
- Use assessment to further learning
- Make learning relevant and transferable

**Hands on Learning (HoL)** - is an innovative in school program which aims to increase attendance and student achievement by building personal and social skills and supporting the different ways young people learn. The HoL Program adds value to Lowood State High School by supporting and mentoring vulnerable students to stay and achieve at school. This program increases student achievement by creating opportunities for young people to discover their talents and experience success through practical learning out of the classroom.

Trained Artisan teachers work with a small group of students across Years 7 -9 on authentic building projects that provide an opportunity to students to engage, grow confidence and achieve successfully at school.

Students gain life long skills and abilities such as team work, problem solving, communication, resilience and empathy that will help them succeed in both work and life.

**FLEX Program** – is a program which has been implemented to re-engage students. This **program** offers personalized **support** for **students** who are at high risk of **disengaging** from mainstream school across Years 7 - 10. FLEX provides opportunities for students to work outside the classroom participating in practical learning activities. Students attend this program once a week over a term or semester. The student's interests are used to motivate and develop skills that can be transferred back into the mainstream. This program provides students with the skills and abilities to participate in further education.

**Broncos Girls Academy** - the Broncos Girls Academy Program provides mentoring and support for Indigenous girls from Years 7 – 12 and into young adulthood. Lowood State High School works collaboratively with Broncos staff to improve social emotional well-being, attendance and academic engagement for our Indigenous female students. Throughout the year presentations and workshops are facilitated by the Broncos Girls Academy's ambassadors. The Broncos Girls Academy staff help to make a difference in the lives of our Indigenous female students.

## 8. Years 7-12 Reporting Plan

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Year 7</b>	Reporting Due Wednesday Week 10	Reporting Due Wednesday Week 10	Reports Due Wednesday Week 10	Reporting Due Monday Week 10
<b>Year 8</b>				
<b>Year 9</b>		Assessment Block Week 9	Assessment Block Week 9	Assessment Block Week 9 (Catch-up students)
<b>Year 10</b>				
		Reporting Due Wednesday Week 10	Reporting Due Wednesday Week 10	Reporting Due Monday Week 9
<b>Year 11</b>	(Reporting Start of Term 2)	Reporting Due Wednesday Week 1 Term 2 (mid Unit 1)  Assessment Block Week 9 (Industry only)  Unit 1 FINAL Reporting Due Wednesday Week 10	Reporting Due <b>INDUSTRY ONLY</b> Wednesday Week 10 Term 3 (mid Unit 2*some subjects may have no new results)	Assessment Block Week 2 (ATAR & IND)  Assessment Block Week 9 (Catch-up students)  Unit 2 FINAL Reporting opens Week 3 (General subjects entered by Friday) Re-opens week 7 Due week 9 Monday
<b>Year 12</b>	Reporting Due <b>INDUSTRY ONLY</b> Wednesday Week 10 Term 1 (mid Unit 3*some subjects may have no new results)	Assessment Block Week 9 (Industry only)  Unit 3 FINAL Reporting opens Week 3 (General subjects entered by Friday) Re-opens week 7 Due week 10 Wednesday	Assessment Block Week 9 (Industry only)  (Reporting Start Term 4)	Unit 4 INTERIM Reporting Due Wednesday Week 1 term 4 (final school report)  Assessment Block Week 4 (Industry only leading into alt program)  External Exams Begin Week 4 (ATAR)  No Final School Report Issued
<b>P/T Interviews</b>		Week 4 Thursday	Week 4 Thursday	

# 9. Moderation Plan

The Lowood Moderation Model			
PURPOSE:			
MODERATION STAGE	FORMAL/ INFORMAL	DETAILS	FEEDBACK (to students)
1) Planning	FORMAL – on paper, recorded, accountable	<b>Collaborative Curriculum Planning:</b> <ul style="list-style-type: none"> <li>Faculty Meetings</li> <li>Unit Plans (LBD)</li> <li>Alignment Planners</li> <li>Assessment Tasks</li> <li>Marking Guides</li> <li>Exemplars</li> <li>ICPs</li> </ul>	
2) During Teaching	FORMAL             INFORMAL – chats with colleagues to inform teaching	<b>HOD Line of Sight:</b> <ul style="list-style-type: none"> <li>Faculty Meetings</li> <li>One-on-One Meetings/Check-ins</li> <li>Observations/Walk Throughs</li> </ul> <b>Administration of Tasks:</b> <ul style="list-style-type: none"> <li>Scaffolding</li> <li>ICPs Differentiation</li> <li>Resitting</li> <li>Due Dates</li> <li>Validity of conditions</li> <li>Special consideration</li> <li>Use of Teacher Aides</li> <li>Drafting Moderation processes</li> </ul> <b>Checking for Understanding:</b> <ul style="list-style-type: none"> <li>Monitoring tasks to gather information about student progress:               <ul style="list-style-type: none"> <li>Warm Up</li> <li>Plough Backs</li> <li>Diagnostic Tests</li> <li>Peer Marking</li> <li>Formative Opportunities</li> <li>Links to Marking Guide elements</li> </ul> </li> <li>Curriculum Conversations about Formative Assessment</li> </ul> <b>Collaborative Curriculum Conversations:</b> <ul style="list-style-type: none"> <li>Timing (individual lesson sequences)</li> <li>Differentiation</li> <li>Comparing class progress</li> <li>Staffroom conversations</li> <li>Teaching Strategies</li> <li><b>Referral to all Planning Documents</b> (these are not static documents; actively use these documents throughout their teaching)</li> </ul>	Provide students with: <ul style="list-style-type: none"> <li>Weekly Focus</li> <li>Teaching Sequence</li> <li>Learning Intentions</li> <li>Success Criteria</li> <li>Assessable Elements (Achievement Standard and Content Descriptors)</li> <li>Exemplar/s (may be a full essay, short response answer or working out of a problem, for example)</li> <li>Unpacking of the Marking Guides (linked to the exemplars)</li> <li>Formative tasks</li> <li>Constructive feedback on how formative tasks are aligned with marking guides</li> </ul> During the administration of assessment: <ul style="list-style-type: none"> <li>Feedback on progress toward assessment completion</li> <li>Check in dates provided to ensure students stay on track</li> <li>Feedback provided on drafts, where appropriate, written or verbal</li> </ul>



MODERATION STAGE	FORMAL/ INFORMAL	DETAILS	FEEDBACK (to students)
3) After Assessment (a)	INFORMAL	<p><b>Collaborative Curriculum Conversations:</b></p> <ul style="list-style-type: none"> <li>• Confirmation of Expected Standards in students work (referring to Exemplars- how and why these meet the Standards)</li> </ul> <p><b>Independent Work:</b></p> <ul style="list-style-type: none"> <li>• Mark and grade assessment independently aligned to the Marking Guides</li> </ul>	
3) After Marking (b)	FORMAL	<p><b>HOD Line of Sight:</b></p> <ul style="list-style-type: none"> <li>• Markbooks stored</li> <li>• HODs moderate samples of student work after consensus is reached</li> </ul> <p><b>Collaborative Conversations:</b></p> <ul style="list-style-type: none"> <li>• Reaching consensus on student assessment aligned with the Marking Guide: <ul style="list-style-type: none"> <li>▪ sharing of student samples to reach agreement on standards evident in student work</li> </ul> </li> </ul>	<p><i>At this stage Feedback should be provided after consensus has been reached.</i></p> <p>Students provided with:</p> <ul style="list-style-type: none"> <li>• Feedback on how their assessment is aligned with the standards in the Marking Guide</li> <li>• Feedback on how to make improvements for future tasks</li> </ul>
4) End Moderation		<p><b>HODs Line of Sight:</b></p> <ul style="list-style-type: none"> <li>• Check completion of reporting</li> </ul> <p><b>Collaborative Conversations:</b></p> <ul style="list-style-type: none"> <li>• Student Assessment Folios Moderated – specific focus on anomalies or borderline assessment folios</li> <li>• Reflect and review LBD for each unit</li> </ul> <p><b>Independent Work:</b></p> <ul style="list-style-type: none"> <li>• Report on students in OneSchool</li> </ul>	<p>Students are provided:</p> <ul style="list-style-type: none"> <li>• Profile sheets outlining progress</li> <li>• Feedback on whole folio of assessment (per Semester)</li> </ul> <p><b>Reports to be sent home at the end of each Semester.</b></p> <p><b>Reports should be based on assessment for each Semester, aligned with assessable elements for these assessments.</b></p> <p><b>Reports due Week 1 Term 3 and Week 10 Term 4.</b></p>