



Lowood State High School
Whole School Curriculum Plan
2024

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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

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

School Priorities

Being prepared to engage in my learning

I choose positive behaviours and build the skills to achieve success in my learning.

Being active in my learning

I participate in my learning and can explain my progress, so I know how I can improve.

Well-being for my learning

I understand and apply the *PERMAH Pillars* across all aspects of my schooling.

Demographics

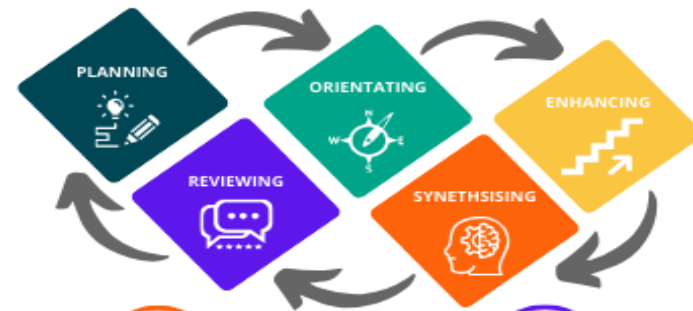
School information and data		Sources for gathering information and data
Total enrolments	714	Systemic NAPLAN Semester Reports School based PAT M PAT R
Year levels	7, 8, 9, 10, 11 and 12	
Student information	51% males 49% females	
	13.3% Indigenous students	
	42% of students with disabilities	
Staff information	71 teaching staff	
	37 non-teaching staff	

2. Pedagogical Framework Overview

LOWOOD STATE HIGH SCHOOL



PEDAGOGICAL FRAMEWORK



PLANNING

Planning happens before you deliver the lesson/unit, and at regular points throughout the unit. You:

- **analyse** data and information to provide relevant, current and aligned curriculum
- **identify** critical content and assessable elements [including cognitive verbs]
- ensure coverage of **General Capabilities** and **Cross-Curricular Priorities**
- **plan, align and endorse** assessment for all levels of student capability [moderation and different modes]
- **select and plan** a range of possible learning experiences including multiple means of engagement
- **plan** a schedule aligned with the school calendar
- **plan** each unit for your class using the LBD and teaching sequence template



ORIENTATING

The orienting phase is the opening phase of a unit. The purpose of this phase is twofold. You:

- **introduce** students to the topic, assessment strategies, learning intentions, success criteria and the overall learning plan for the unit
- **gain feedback** from students on prior skills, knowledge, interests and learning styles
- set student learning goals using the **Student Learning Profiles**
- **develop** learning activities using different modes, that include opportunities for immediate feedback.
- **sequence** skills logically to build on knowledge and achieve the learning goals
- **identify critical content** as either declarative or procedural knowledge.
- **prepare** for guided practice by the end of the orienting phase.



ENHANCING

In this phase learners analyse information in a way that helps them make new connections, discover meaning and clarify misconceptions. You:

- **introduce** reasoning processes that are more complex than those used when knowledge simply is being recognized or reproduced to deepen understanding;
- **teach** processes using different modes, that extend and refine the knowledge.
- use **Higher Order Thinking Skills**
- **require** frequent responses giving **immediate feedback**
- **sequence** skills logically to build depth of knowledge
- **provide** many opportunities for guided practice and gradual independent practice for all students
- **monitor** student outcomes and provide corrective feedback .
- **moderate** formative outcomes, content coverage, skills mastery



SYNTHESISING

When synthesising, students use their complex reasoning skills to enhance prior knowledge and then apply it in a meaningful way. You:

- **provide** opportunities for guided practice and feedback using different modes, with increasing independence and complexity
- **provide** corrective **feedback** on drafts of summative tasks or practice / sample exams using the **marking guides**
- **teach** students how to identify their level of achievement according to the achievement standards of the subject
- **moderate** formative outcomes, content coverage, skills mastery and preparedness for the summative task
- **moderate** summative tasks for calibration and confirmation of alignment, consistency and expected responses.



REVIEWING

The review phase reflects on student outcomes, feedback and moderation to suggest improvements on future deliveries. You:

- **moderate** summative tasks for alignment, consistency and expected responses;
- **provide feedback** to students on their progress in this unit and their demonstrated mastery of the requisite skills and knowledge [this will inform the next unit];
- use the **Student Learning Profiles** to reflect on outcomes and plan the next step;
- **revisit and check** ICPs;
- **examine** patterns in student growth or learning and ability / interest groupings;
- **check** that differentiation strategies used were recorded in the student's PLP, for NCCD;
- **reflect** on your practice using the AITSL standards and review goals or set new goals in PDPs

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><i>Students also study one term of</i></p> <ul style="list-style-type: none"> Economics and Business 	<p>CORE</p> <p>(Elective – Football Academy)</p>	<p><i>Students experience one term each of:</i></p> <ul style="list-style-type: none"> Visual Art Dance/Drama Music 	<p><i>Students experience one term each of:</i></p> <ul style="list-style-type: none"> Materials and Technologies Specialisations Food Specialisations Digital Technologies 	<p><i>Students experience:</i></p> <ul style="list-style-type: none"> Well-being lesson (weekly) Rock and Water Program (one term)
Year 8	CORE	CORE	CORE	<p>CORE</p> <p><i>Students may select as an elective</i></p> <ul style="list-style-type: none"> Economics and Business 	<p>CORE</p> <p>(Elective – Football Academy)</p>	<p>Students choose four elective</p> <ul style="list-style-type: none"> Visual Art Dance Drama Music 	<ul style="list-style-type: none"> Materials and Technologies Specialisations Design and Technologies Food Specialisations Technologies Specialisations Digital Technologies 	<p><i>Students experience:</i></p> <ul style="list-style-type: none"> Well-being lesson (weekly)
Year 9	CORE	CORE	CORE	<p>CORE – Students can select to study either History, Geography or Citizenship</p> <p><i>Students may select as an elective</i></p> <ul style="list-style-type: none"> Economics and Business 	<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"> Visual Art Dance Drama Music 	<ul style="list-style-type: none"> Materials and Technologies Specialisations Design and Technologies Food Specialisations Digital Technologies 	<p><i>Students experience:</i></p> <ul style="list-style-type: none"> Well-being lesson (weekly)

3. Overview of Curriculum Provision

Learning Area	Subject	Year 7	Year 8	Year 9
English	English	2 Semesters 4 lessons @70 min	2 Semesters 4 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
	Technologies Specialisations		1 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

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

4. Learning Area Progression

Faculty	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> English Essentials English General Short Course Literacy 	<ul style="list-style-type: none"> English Essentials English General Short Course Literacy
Mathematics	<ul style="list-style-type: none"> Maths 	<ul style="list-style-type: none"> Maths 	<ul style="list-style-type: none"> Maths 	<ul style="list-style-type: none"> Maths Maths Extension 	<ul style="list-style-type: none"> Maths Essentials Maths General Mathematical Methods Short Course in Numeracy 	<ul style="list-style-type: none"> Maths Essentials Maths General Mathematical Methods Short Course in Numeracy
Science	<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> Science Science Extension Certificate II Horticulture 	<ul style="list-style-type: none"> Chemistry Biology Physics Certificate II Horticulture 	<ul style="list-style-type: none"> Chemistry Biology Physics Certificate II Horticulture
HPE	<ul style="list-style-type: none"> HPE Football Academy 	<ul style="list-style-type: none"> HPE Football Academy 	<ul style="list-style-type: none"> HPE Football Academy 	<ul style="list-style-type: none"> HPE Football Academy 	<ul style="list-style-type: none"> Certificate III Fitness Sport and Recreation Physical Education (General) 	<ul style="list-style-type: none"> Certificate III Fitness Sport and Recreation
The Arts	<ul style="list-style-type: none"> Dance and Drama Visual Arts Music 	<ul style="list-style-type: none"> Dance Drama Visual Arts Music 	<ul style="list-style-type: none"> Dance Drama Visual Arts Music 	<ul style="list-style-type: none"> Drama Visual Arts Music Certificate III Visual Arts 	<ul style="list-style-type: none"> Certificate III Visual Arts Certificate III Dance Certificate III Community Dance, Theatre and Events Music (General) 	<ul style="list-style-type: none"> Certificate III Visual Arts Certificate III Community Dance, Theatre and Events Music (General)
Humanities	<ul style="list-style-type: none"> Humanities 	<ul style="list-style-type: none"> Humanities 	<ul style="list-style-type: none"> History Geography Civics and Citizenship 	<ul style="list-style-type: none"> Humanities 	<ul style="list-style-type: none"> Modern History (General) Ancient History (General) Legal Studies (General) Social and Community Studies (Applied) 	<ul style="list-style-type: none"> Modern History (General) Ancient History (General) Legal Studies (General) Social and Community Studies (Applied)

	<ul style="list-style-type: none"> Economics and Business 	<ul style="list-style-type: none"> Economics and Business 	<ul style="list-style-type: none"> Economics and Business 	<ul style="list-style-type: none"> Economics and Business Certificate II Business – Workplace Skills Certificate II Finance 	<ul style="list-style-type: none"> Certificate IV Business Certificate III Business and Certificate II Tourism COMBINED COURSE Certificate II Retail Certificate II Finance Certificate II Business – Workplace Skills 	<ul style="list-style-type: none"> Certificate IV Business Certificate III Business Certificate II Retail Certificate II Finance Certificate II Business – Workplace Skills
Technology	<ul style="list-style-type: none"> Materials and Technology Design and Technologies Digital Technologies 	<ul style="list-style-type: none"> Materials and Technology Design and Technologies Digital Technologies 	<ul style="list-style-type: none"> Materials and Technology Design and Technologies Digital Technologies 	<ul style="list-style-type: none"> Materials and Technology Design and Technologies Digital Technologies 	<ul style="list-style-type: none"> Building and Construction Skills Engineering Skills Furnishing Skills Industrial Graphics Skills 	<ul style="list-style-type: none"> Building and Construction Skills Engineering Skills Furnishing Skills Industrial Graphics Skills
	<ul style="list-style-type: none"> Food Specialisation 	<ul style="list-style-type: none"> Food Specialisation 	<ul style="list-style-type: none"> Food Specialisation 	<ul style="list-style-type: none"> Food Specialisation Certificate II Active Volunteering Certificate II Applied Fashion Design and Technology Certificate II in Catering (Kitchen Operations) 	<ul style="list-style-type: none"> Certificate II Hospitality Early Childhood Studies Certificate II Active Volunteering Certificate II Applied Fashion Design and Technology Certificate II in Catering (Kitchen Operations) Certificate II Logistics Certificate II Applied Digital Technology Certificate II Health Support Services Certificate II Cookery Certificate III Aviation (Remote Pilot) 	<ul style="list-style-type: none"> Certificate II Hospitality Early Childhood Studies Certificate II Active Volunteering Certificate II Applied Fashion Design and Technology Certificate II in Catering (Kitchen Operations) Certificate II Logistics Certificate II Applied Digital Technology Certificate II Health Support Services Certificate II Cookery Certificate III Aviation (Remote Pilot)

5. Assessment Plan

English

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4	COGNITIVE VERBS	
7	Memoir <ul style="list-style-type: none"> • Written • Extended response ▪ Personal audience 	Persuasive Speech <ul style="list-style-type: none"> • Spoken • Extended response ▪ Persuasive 	Folio Task <ul style="list-style-type: none"> • Short response • Analytical ▪ Response to stimulus 	Discussion <ul style="list-style-type: none"> • Performance • Persuasive ▪ Panel discussion 	<ul style="list-style-type: none"> • Understand • Identify • Interact ▪ Adopt 	<ul style="list-style-type: none"> • Create • Discuss • Express • Expand
8	Folio Task <ul style="list-style-type: none"> ▪ Written • Short response • Analytical 	Narrative <ul style="list-style-type: none"> • Written • Extended response • Creative 	Speech <ul style="list-style-type: none"> • Spoken • Extended response • Informative 	Media Campaign <ul style="list-style-type: none"> ▪ Multimodal • Various responses • Persuasive 	<ul style="list-style-type: none"> • Explain • Select • Discuss • Express 	<ul style="list-style-type: none"> • Elaborate • Listen • Create •
9	Feature Article <ul style="list-style-type: none"> ▪ Written ▪ Extended response • Public audience 	Multimodal Presentation <ul style="list-style-type: none"> • Spoken/Visual • Extended response • Expository 	Short Story <ul style="list-style-type: none"> • Written • Extended response • Imaginative 	Seen Essay Exam <ul style="list-style-type: none"> • Written • Extended response • Analytical 	<ul style="list-style-type: none"> ▪ Analyse ▪ Evaluate ▪ Discuss ▪ Perform • 	<ul style="list-style-type: none"> ▪ Create ▪ Interact • Interpret
10	Literary Article <ul style="list-style-type: none"> • Written • Extended response ▪ Public audience 	Multimodal Presentation <ul style="list-style-type: none"> ▪ Spoken • Extended response • Persuasive 	Seen Essay Exam <ul style="list-style-type: none"> • Written • Extended response • Analytical 	Short Story <ul style="list-style-type: none"> • Written • Extended Response • Imaginative 	<ul style="list-style-type: none"> ▪ Evaluate ▪ Develop ▪ Interpret • Analyse 	<ul style="list-style-type: none"> ▪ Create ▪ Perform ▪ Discuss • Interact

Mathematics

Year Level	Term 1	Term 2	Term 3	Term 4	Cognitive Verbs
7 Ver 9	Multimodal Assignment End of topic checks Folio of work	Problem-Solving and Modelling Task End of topic checks Folio of work	Mathematical Investigation End of topic checks Folio of work	Mathematical Project End of topic checks Folio of work	Apply, Assign, Choose, Classify, Conduct, Create, Decide, Describe, Explain, Give, Identify, Interpret, Justify, List, Plan, Predict, Represent, Solve, Substitute, Use
8 Ver 9	Mathematical Investigation End of topic checks Folio of work	Multimodal Assignment End of topic checks Folio of work	Problem-Solving and Modelling Task End of topic checks Folio of work	Mathematical Investigation End of topic checks Folio of work	Analyse, Apply, Compare, Conduct, Describe, Determine, Explain, Graph, Identify, Make, Recognise, Represent, Solve, Test, Use
9 Ver 8.4	Problem-Solving and Modelling Task Exam Folio of work	Exam Folio of work	Exam Exam Folio of work	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 Ver 9	Mathematical Investigation End of topic checks Folio of work	Problem-Solving and Modelling Task End of topic checks Folio of work	Mathematical Investigation End of topic checks Folio of work	Problem-Solving and Modelling Task End of topic checks Folio of work	Analyse, Apply, Comment, Compare, Conduct, Describe, Design, Discuss, Evaluate, Identify, Interpret, Justify, Make, Modify, Note, Plan, Recognise, Report, Represent, Solve, Test, Use
10 EXT Ver 9	Problem-Solving and Modelling Task Exam	Exam	Problem-Solving and Modelling Task Exam	Exam	Analyse, Apply, Comment, Compare, Conduct, Describe, Design, Discuss, Evaluate, Identify, Interpret, Justify, Make, Modify, Note, Plan, Recognise, Report, Represent, Solve, Test, Use

Science

Year Level	Term 1	Term 2	Term 3	Term 4	Cognitive Verbs
7	Student Experiment – Separation Techniques Folio of work	Task – Sun, moon and earth system Folio of work	Student Experiment – Projectile Launcher Folio of work Research	Examination – Classification and Food Webs 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: Short Response Exam	Geography: Written Report	History: Task 1: Timeline exam Task 2 Research Response	History: Historical Skills Portfolio Tasks	Investigate, develop, evaluate, analyse, apply, refine, predict, propose, compare, examine, infer, reflect on, describe, explain, represent, and communicate.
7 Economics and Business	Task 1 Digital Design and Word Processing Portfolio Task 2 Short Response Exam	Task 1 Digital Design and Word Processing Portfolio Task 2 Short Response Exam	Task 1 Digital Design and Word Processing Portfolio Task 2 Short Response Exam	Task 1 Digital Design and Word Processing Portfolio Task 2 Short Response Exam	Conduct, develop, investigate, propose, apply, interpret, reflect on, describe, explain, identify.
8	History: Historical Skills Portfolio	History: Research Task	Geography: Examination	Geography: Research Task	Develop, evaluate, predict, propose, analyse, apply, compare, distinguish, infer, interpret, reflect on, describe, explain, represent, identify, recognise, select, use.

8 Economics and Business	Desktop Publishing Travel Project	PowerPoint / Excel Project	Desktop Publishing Travel Project	PowerPoint / Excel Project	Conduct, develop, evaluate, investigate, propose, apply, interpret, reflect on, describe, explain, identify, recognise.
9 Geography	Short Response Exam	Field Report – Food Security and agricultural practices	Exam – response to stimulus	Data Report – Tourism focus eg eco-tourism, sport tourism	Develop, Evaluate, Predict, Propose, Synthesise, Analyse, Apply, Generalise, Infer, Interpret, Reflect on, Explain, Represent, Identify, Select, Use.
9 History	Historical Essay based on research	Task 1 Short Response Exam Task 2 Source Analysis Exam	Extended Research Task	Short Response to Historical Sources Exam	Develop, Evaluate, Predict, Propose, Synthesise, Analyse, Compare, Examine, Interpret, Judge, Explain, Demonstrate, Identify, Select, Use.
9 Civics and Citizenship	Task 1: Multimodal Task Task 2: Short Response Exam	Research Booklet	Create a boardgame designed to teach children the law	Report	Develop, Evaluate, Investigate, Analyse, Compare, Consider, Reflect on, Explain, Identify, Recognise, Select.
9 Economics and Business	Business Plan Project	Financial Knowledge Exam	Cash Transactions Exam	Business Venture Project	Conduct, Develop, Evaluate, Justify, Predict, Propose, Analyse, Apply, Reflect on, Explain, Illustrate, Identify, Use.
10 Humanities	Short Response Exam	Source Investigation	Historical Essay from research	Geographical Data Report	Develop, Evaluate, Predict, Propose, Synthesise, Analyse, Apply, Compare, Examine, Generalise, Infer, Interpret, Judge, Reflect on, Explain, Represent, Demonstrate, Identify, Select, Use.
10 Economics and Business	Business Project 1	Business Project 2	Legal Investigation	Combination Response Exam	Conduct, Develop, Evaluate, Justify, Predict, Propose, Use Analyse, Apply, Reflect on, Explain, Illustrate, Identify.

HPE

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

6. 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.

CREW 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. CREW 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.

7. Years 7-12 Reporting Plan

	Term 1	Term 2	Term 3	Term 4
Year 7	Reporting Due Wednesday Week 10	Reporting Due Wednesday Week 10	Reports Due Wednesday Week 10	Reporting Due Tuesday Week 10
Year 8				
Year 9				
Year 10				
Year 11	Unit 1 INTERIM Reporting Due Wednesday Week 10	Unit 1 FINAL Reporting Due Wednesday Week 10	Unit 2 INTERIM Reporting Due Wednesday Week 10	Assessment Block Week 6 (INDUSTRY PATHWAY ONLY) Unit 2 FINAL Reporting Due Tuesday Week 10
Year 12	Unit 3 INTERIM Reporting Due Wednesday Week 10	Unit 3 FINAL Reporting Due Wednesday Week 10	Year 12 Catch Up Industry Pathway Week 9 Unit 4 INTERIM Reporting Due Wednesday Week 10	Assessment Block/Get Set to Go Week 4 to Week 7 (Industry Pathway) External Exams Begin Week 4 to Week 7 (ATAR) No Final School Report Issued
SET PLANS			Year 10 Week 3 (Thursday/Friday) Year 9 Week 5 (Tuesday)	

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