Lowood State High School

Whole School Curriculum Plan

2026

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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	673	**Systemic**
Year levels	7, 8, 9, 10, 11 and 12	NAPLAN
Student information	52.6% males	Term Student Reports
	47.4% females	
	16.7% Indigenous students	**School based**
	61% of students with disabilities	PAT M PAT R
Staff information	62 teaching staff	
	41 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

ORIENTING

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

CREATING THE FUTURE

Years 7-9 Curriculum Organisation

	English	Mathematics	Science	Humanities	HPE	The Arts	Technologies	School-based Programs
Year 7	CORE 3 lessons per week	CORE 3 lessons per week	CORE 3 lessons per week	CORE 3 lessons per week	CORE (Elective Core – Football Academy class the same for CORE & HPE classes) 3 lessons per week	• Students choose 4 electives, • 2 subjects per semester x 2 lessons per week • Subject to minimum numbers and staffing availability<hr>• Visual Art • Dance • Drama • Music	• Food Specialisations • Materials and Technologies Specialisations • Economics and Business • Horticulture	Well-being lesson (weekly)
Year 8	CORE 3 lessons per week	CORE 3 lessons per week	CORE 3 lessons per week	CORE 3 lessons per week	CORE 3 lessons per week	• Students choose 4 electives, • 2 subjects per semester x 2 lessons per week • Subject to minimum numbers and staffing availability<hr>• Visual Art • Dance • Drama • Music • Football Academy – both semesters	• Materials and Technologies Specialisations • Food Specialisations • Economics and Business • Horticulture	Well-being lesson (weekly)
Year 9	CORE 3 lessons per week	CORE 3 lessons per week	CORE 3 lessons per week	CORE – All students study History for Semester 1, then choice of either History, Geography or Civics for Semester 2. 3 lessons per week	CORE 3 lessons per week	• Students choose 2 electives to study for the whole year • 2 lessons per week • Subject to minimum numbers and staffing availability<hr>• Visual Art • Dance • Drama • Music • HPE Elective – Football Academy – both semesters	• Materials and Technologies Specialisations • Food Specialisations • Economics and Business • Horticulture	Well-being lesson (weekly)

3. Overview of Curriculum Provision

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
	Horticulture	1 Semester 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semesters 2 lessons @ 70 min
Humanities	Humanities	2 Semesters 3 lessons @70 min	2 Semesters 3 lessons @70 min	1 Semester 3 lessons @70 min
	History			1 Semesters 3 lessons @70 min
	Geography			1 Semesters 3 lessons @70 min
	Citizenship			1 Semesters 3 lessons @70 min
	Economics and Business	1 Semester 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
Health and Physical Education	HPE	2 Semesters 3 lessons @70 min	2 Semesters 3 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 Semester 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Dance	1 Semester 2 lesson @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Drama	1 Semester 2 lesson @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Music	1 Semester 2 lesson @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
Technologies	Materials and Technologies Specialisations	1 Semester 2 lessons @ 70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Food Specialisations	1 Semester Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
School-based Programs				
	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	• English	• English	• English	• English	• English Essentials • English General • Short Course Literacy	• English Essentials • English General • Short Course Literacy
Mathematics	• Maths	• Maths	• Maths	• Maths • Maths Extension	• Maths Essentials • Maths General • Mathematical Methods (General) • Short Course in Numeracy	• Maths Essentials • Maths General • Mathematical Methods (General) • Short Course in Numeracy
Science	• Science • Horticulture	• Science • Horticulture	• Science • Horticulture	• Science • Science Extension • Certificate II Horticulture	• Chemistry (General) • Biology (General) • Physics (General) • Certificate II Horticulture	• Chemistry (General) • Biology (General) • Physics (General) • Certificate II Horticulture
HPE	• HPE • Football Academy	• HPE • Football Academy	• HPE • Football Academy	• HPE • Football Academy	• Certificate III Fitness • Sport and Recreation (Applied) • Physical Education (General)	• Certificate III Fitness • Sport and Recreation (Applied) • Physical Education (General)
The Arts	• Dance and Drama • Visual Arts • Music	• Dance • Drama • Visual Arts • Music	• Dance • Drama • Visual Arts • Music	• Drama • Visual Arts	• Certificate III Visual Arts • Certificate III Dance • Certificate III Community Dance, Theatre and Events • Music (General)	• Certificate III Visual Arts • Certificate III Dance Certificate III Community Dance, Theatre and Events • Music (General)
Humanities	• Humanities	• Humanities	• History • Geography • Civics and Citizenship	• Humanities	• Modern History (General) • Ancient History (General) • Legal Studies (General) • Social and Community Studies (Applied)	• Modern History (General) • Ancient History (General) • Legal Studies (General) • Social and Community Studies (Applied)
Humanities	• Economics and Business	• Economics and Business	• Economics and Business	• Economics and Business • Certificate II Business [Workplace Skills] • Certificate II Finance	• Certificate IV Business • Certificate III Business with Certificate II Tourism • Certificate II Retail • Certificate II Finance • Certificate II Business [Workplace Skills]	• Certificate IV Business • Certificate III Business with Certificate II Tourism • Certificate II Retail • Certificate II Finance • Certificate II Business [Workplace Skills]

Faculty	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Technology		• Materials and Technology	• Materials and Technology	• Materials and Technology	• Furnishing Skills (Applied) • Industrial Technology Skills (Applied)	• Furnishing Skills (Applied) • Industrial Technology Skills (Applied)
	• Food Specialisation	• Food Specialisation	• Food Specialisation	• Food Specialisation • Certificate II Active Volunteering • Certificate II Apparel, Fashion and Textiles • Cert III Logistics • Cert III Health Support Services • Certificate III Aviation (Remote Pilot) • Certificate II Resource and Infrastructure	• Certificate II Hospitality • Early Childhood Studies (Applied) • Certificate II Active Volunteering • Certificate II Apparel, Fashion and Textiles • Certificate III Logistics • Certificate II Applied Digital Technology • Certificate III Health Support Services • Certificate III Aviation (Remote Pilot) • Certificate II Resource and Infrastructure	• Certificate II Hospitality • Early Childhood Studies (Applied) • Certificate II Active Volunteering • Certificate II Apparel, Fashion and Textiles • Certificate III Logistics • Certificate II Applied Digital Technology • Certificate III Health Support Services • Certificate III Aviation (Remote Pilot) • Certificate II Resource and Infrastructure

5. Assessment Plan

English

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4	COGNITIVE VERBS	
7	**Fable** • Written • Extended response • Personal audience	**Informative Speech** • Spoken • Extended response • Informative	**Folio Task** • Short response • Analytical • Response to stimulus	**Persuasive Speech** • Spoken • Extended response • Persuasive	• Understand • Identify • Interact • Adopt	• Create • Discuss • Express • Expand
8	**Folio Task** • Written • Short response • Analytical	**Narrative** • Written • Extended response • Creative	**Speech** • Spoken • Extended response • Informative	**Media Campaign** • Multimodal • Various responses • Persuasive	• Explain • Select • Discuss • Express	• Elaborate • Listen • Create
9	**Feature Article** • Written • Extended response • Public audience	**Multimodal Presentation** • Spoken / Visual • Extended response • Expository	**Short Story** • Written • Extended response • Imaginative	**Seen Essay Exam** • Written • Extended response • Analytical	• Analyse • Evaluate • Discuss • Perform	• Create • Interact • Interpret
10	**Literary Article** • Written • Extended response • Public audience	**Multimodal Presentation** • Spoken • Extended response • Persuasive	**Seen Essay Exam** • Written • Extended response • Analytical	**Short Story** • Written • Extended Response • Imaginative	• Evaluate • Develop • Interpret • Analyse	• Create • Perform • Discuss • Interact

Mathematics

Year Level	Term 1	Term 2	Term 3	Term 4	Cognitive Verbs		
7 **Ver 9**	• Multimodal Assignment • Folio of work	• Problem-Solving and Modelling Task • Probability Investigation	• Mathematical Investigation • End of topic checks Folio of work	• Mathematical Project • Written Exam	• Apply • Assign • Choose • Classify • Conduct • Create • Decide	• Describe • Identify • Interpret • Justify • List • Plan	• Predict • Represent • Run • Solve • Substitute • Use
8 **Ver 9**	• Mathematical Investigation • Folio of work	• Multimodal Assignment • Written Exam	• Problem-Solving and Modelling Task • Written Exam	• Problem-Solving and Modelling Task • Folio of work	• Analyse • Apply • Compare • Conduct • Create • Describe	• Determine • Explain • Graph • Identify • Make	• Recognise • Represent • Solve • Test • Use
9 **Ver 8.4**	• Problem-Solving and Modelling Task • Exam	• Written Exam • Folio of work	• Written Exam • Folio of work	• Written Exam • Mathematical Investigation	• Apply • Assign • Calculate • Compare • Construct	• Expand • Explain • Find • Interpret • List	• Make sense of • Recognise • Sketch • Solve • Use
10 **Ver 9**	• Mathematical Investigation • Folio of work	• Mathematical Investigation • Written Exam	• Mathematical Investigation • Written Exam	• Problem-Solving and Modelling Task • Folio of work	• Analyse • Apply • Comment • Compare • Conduct • Design • Discuss	• Evaluate • Identify • Interpret • Justify • Make • Modify • Plan	• Recognise • Report • Represent • Solve • Test • Use
10 EXT **Ver 9**	• Written Exam	• Problem-Solving and Modelling Task • Written Exam	• Problem-Solving and Modelling Task • Written Exam	• Written Exam	• Analyse • Apply • Comment • Compare • Conduct • Design • Discuss	• Evaluate • Identify • Interpret • Justify • Make • Modify • 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	• Assignment – Sun, moon and earth system • Folio of work	• Student Experiment – Projectile Launcher • Folio of work	• 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	History: • Task 1: exam	• History: Historical Skills Portfolio Tasks	• Geography: Folio Tasks	• Geography: Written Report	• Analyse • Apply • Communicate • Compare • Describe • Develop	• Evaluate • Examine • Explain • Infer • Investigate	• Predict • Propose • Refine • Reflect On • Represent
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	• Apply • Conduct • Describe • Develop	• Explain • Identify • Interpret	• Investigate • Propose • Reflect On
8	• History: Historical Skills Portfolio	• History: Research Task	• Geography: Examination	• Civics: Short Answer Response / Folio	• Analyse • Apply • Compare • Describe • Develop • Distinguish	• Evaluate • Explain • Identify • Infer • Interpret • Predict	• Propose • Recognise • Reflect On • Represent • Select • Use
8 Economics and Business	• Desktop Publishing Travel Project	• PowerPoint per Excel Project	• Desktop Publishing Travel Project	• PowerPoint per Excel Project	• Apply • Conduct • Describe • Develop	• Evaluate • Explain • Identify • Interpret	• Investigate • Propose • Recognise • Reflect On
9 Geography	History • Folio Tasks	History • Short Response Exam	• Exam – response to stimulus	• Data Report – Tourism focus e.g. eco-tourism, sport tourism	• Analyse • Apply • Develop • Evaluate • Explain • Generalise	• Identify • Infer • Interpret • Predict • Propose	• Reflect on • Represent • Select • Synthesise • Use
9 History	History • Folio Tasks	History • Short Response Exam	• Extended Research Task (Research Booklet)	• Research Essay	• Analyse • Compare • Demonstrate • Develop • Evaluate	• Examine • Explain • Identify • Interpret • Judge	• Predict • Propose • Select • Synthesise • Use

9 Civics and Citizenship	History • Folio Tasks	History • Short Response Exam	• Response to Stimulus Exam	• Short Response Exam - Legal Report	• Analyse • Compare • Consider • Develop	• Evaluate • Explain • Identify • Investigate	• Recognise • Reflect on • Select
9 Economics and Business	• Business Plan Project	• Financial Knowledge Exam	• Cash Transactions Exam	• Business Venture Project	• Analyse • Apply • Conduct • Develop • Evaluate	• Explain • Identify • Illustrate • Justify	• Predict • Propose • Reflect on • Use.
10 Humanities	• Short Response Exam	• Source Investigation	• Historical Essay from research	• Essay in Exam conditions, sources provided	• Analyse • Apply • Compare • Demonstrate • Develop • Evaluate • Examine	• Explain • Generalise • Identify • Infer • Interpret • Judge • Predict	• Propose • Reflect on • Represent • Select • Synthesise • Use
10 Economics and Business	• Business Project 1	• Business Project 2	• Legal Investigation	• Combination Response Exam	• Analyse • Apply • Conduct • Develop • Evaluate	• Explain • Identify • Illustrate • Justify	• Predict • Propose • Reflect on • Use

HPE

Year Level	Term 1	Term 2	Term 3	Term 4	Cognitive Verbs
7	• Practical • Exam	• Practical	• Practical • Extended Response	• Practical • Investigation	• Investigate • evaluate • analyse • apply • refine • demonstrate
8	• Practical • Exam	• Practical	• Practical • Report	• Practical • Exam	• Investigate • evaluate • analyse • apply • refine • demonstrate
9	• Practical • Exam	• Practical • Written Report	• Practical • Exam	• Practical • Investigation	• Investigate • evaluate • analyse • apply • refine • purpose • justify • demonstrate
10	• Practical Project	• Practical • Report	• Practical • Exam	• Practical Report	• Investigate • evaluate • analyse • apply • refine • purpose • justify • 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 lifelong skills and abilities such as teamwork, 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 8 and 9. CREW provides opportunities for students to work in small groups and receive one on one support from their specialist teacher and teacher aide. 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	Reports Due Wednesday Week 10	Reports Due Wednesday Week 10	Reports Due Wednesday Week 10	Reports 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 Per 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)	

8. Moderation Plan

The Lowood Moderation Model			
PURPOSE: • Align curriculum, pedagogy, assessment and reporting • Ensure consistency of teacher judgments and comparability • Provide effective and constructive feedback to students aligned with the Australian Curriculum			
MODERATION STAGE	**FORMAL / INFORMAL**	**DETAILS**	**FEEDBACK (to students)**
1) Planning	FORMAL – on paper, recorded, accountable	**Collaborative Curriculum Planning:** • Faculty Meetings • Unit Plans (LBD) • Alignment Planners • Assessment Tasks • Marking Guides • Exemplars • ICPs	
2) During Teaching	FORMAL INFORMAL – chats with colleagues to inform teaching	**HOD Line of Sight:** • Faculty Meetings • One-on-One Meetings / Check-ins • Observations / Walk Throughs **Administration of Tasks:** • Scaffolding • ICPs Differentiation • Resitting • Due Dates • Validity of conditions • Special consideration • Use of Teacher Aides • Drafting Moderation processes **Checking for Understanding:** • Monitoring tasks to gather information about student progress: ▪ Warm Up ▪ Plough Backs ▪ Diagnostic Tests ▪ Peer Marking ▪ Formative Opportunities ▪ Links to Marking Guide elements • Curriculum Conversations about Formative Assessment **Collaborative Curriculum Conversations:** • Timing (individual lesson sequences) • Differentiation • Comparing class progress • Staffroom conversations • Teaching Strategies • **Referral to all Planning Documents** (these are not static documents; actively use these documents throughout their teaching)	Provide students with: • Weekly Focus • Teaching Sequence • Learning Intentions • Success Criteria • Assessable Elements (Achievement Standard and Content Descriptors) • Exemplar/s (may be a full essay, short response answer or working out of a problem, for example) • Unpacking of the Marking Guides (linked to the exemplars) • Formative tasks • Constructive feedback on how formative tasks are aligned with marking guides During the administration of assessment: • Feedback on progress toward assessment completion • Check in dates provided to ensure students stay on track • Feedback provided on drafts, where appropriate, written or verbal

MODERATION STAGE	FORMAL / INFORMAL	DETAILS	FEEDBACK (to students)
3) After Assessment (a)	INFORMAL	**Collaborative Curriculum Conversations:** • Confirmation of Expected Standards in students work (referring to Exemplars- how and why these meet the Standards) **Independent Work:** • Mark and grade assessment independently aligned to the Marking Guides	
3) After Marking (b)	FORMAL	**HOD Line of Sight:** • Markbooks stored • HODs moderate samples of student work after consensus is reached **Collaborative Conversations:** • Reaching consensus on student assessment aligned with the Marking Guide: ▪ sharing of student samples to reach agreement on standards evident in student work	*At this stage Feedback should be provided after consensus has been reached.* Students provided with: • 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		**HODs Line of Sight:** • Check completion of reporting **Collaborative Conversations:** • Student Assessment Folios Moderated – specific focus on anomalies or borderline assessment folios • Reflect and review LBD for each unit **Independent Work:** • Report on students in OneSchool	Students are provided: • Profile sheets outlining progress • Feedback on whole folio of assessment (per Semester) **Reports to be sent home at the end of each Semester.** **Reports should be based on assessment for each Semester, aligned with assessable elements for these assessments.** **Reports due Week 1 Term 3 and Week 10 Term 4.**