



Lowood State High School
Whole School Curriculum Plan
2023

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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 and 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	749	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	

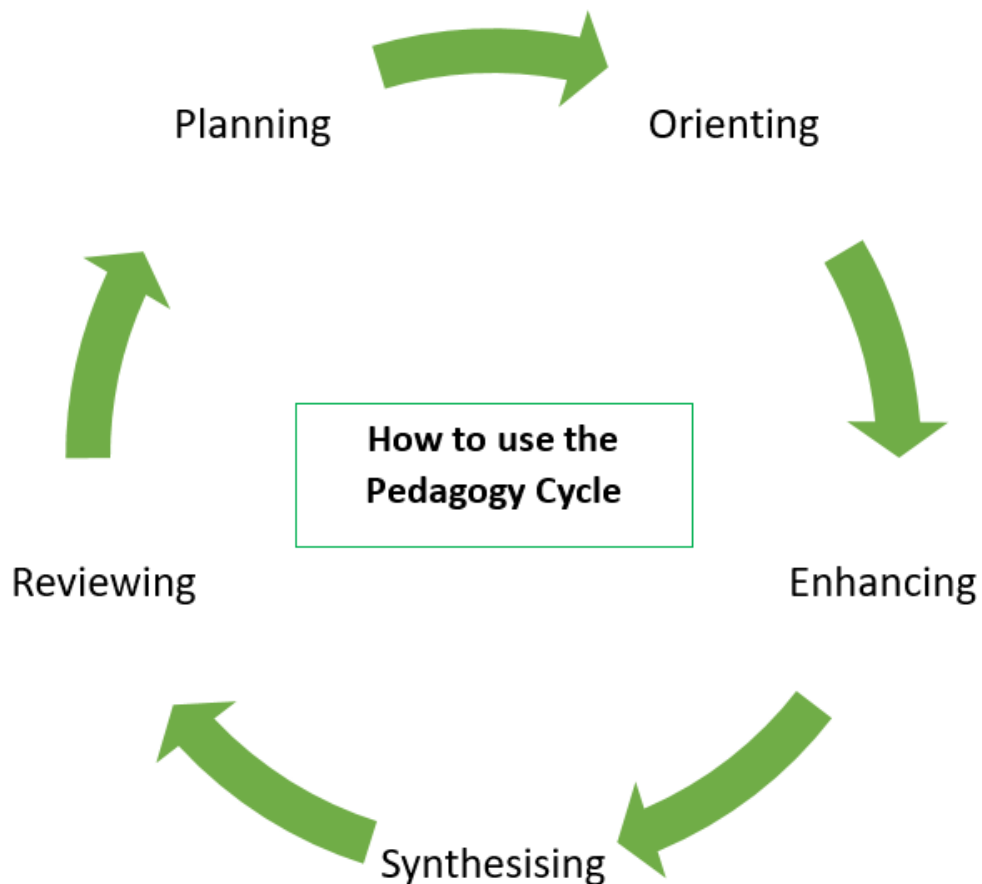
2. Pedagogical Framework Overview

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

Lowood SHS Pedagogy Framework - Summary

PLANNING	ORIENTING	ENHANCING	SYNTHESISING	REVIEWING
<p>Planning happens before you deliver the lesson/unit, and at regular points throughout the unit. You:</p> <ul style="list-style-type: none"> • analyse all available data and information to provide relevant, current and aligned curriculum to students; • identify critical content and assessable elements [including cognitive verbs]; • ensure adequate coverage of general capabilities and 21st C skills; • plan, align and endorse assessment for all levels of student capability [moderation]; • select and plan a range of possible learning experiences including kinaesthetic and differentiated activities such as group work, brain breaks, activity stations, different ways of learning, etc.; • plan a schedule compatible with the school calendar that shows teaching, assessment and moderation sequences; • plan each unit for your class using the LBD unit and teaching sequence template; • store your T&L sequence according to HOD instruction. 	<p>The orienting phase is the opening phase of a unit. The purpose of this phase is twofold.</p> <p>You:</p> <ul style="list-style-type: none"> • introduce 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. • gain feedback from students on prior skills, knowledge, interests including preconceptions, misconceptions, learning styles and obstacles, effective student groupings etc. • set student learning goals using the Student Learning Profiles • develop learning activities that include frequent opportunities for student responses, followed by immediate, affirmative and corrective feedback. • sequence skills logically to build on previous knowledge and achieve the learning goals by the end of the unit/lesson • identify critical content as either declarative or procedural knowledge. [know / do] [knowledge / skills] • prepare for guided practice by the end of the orienting phase. 	<p>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.</p> <p>You:</p> <ul style="list-style-type: none"> • introduce reasoning processes that are more complex than those used when knowledge simply is being recognized or reproduced to deepen understanding; • teach and use processes that change — extend and refine — the knowledge. Complex reasoning processes such as comparing, classifying, deducing, analysing, etc. [HOTS]; • require frequent responses giving immediate feedback; • sequence skills logically to build depth into student mastery; • provide many opportunities for guided practice and gradual independent practice for all students; • monitor all student outcomes closely and provide corrective feedback while assessment of student work is still formative. • moderate formative outcomes, content coverage, skills mastery 	<p>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.</p> <p>You:</p> <ul style="list-style-type: none"> • provide ongoing opportunities for guided practice and feedback, with increasing independence and complexity, according to the formative outcomes of individual students at this point; • provide positive and corrective feedback on drafts of summative tasks or practice / sample exams using the marking guides for the summative task; • 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 especially where subjects have more than one class and teacher; • moderate summative tasks for calibration and confirmation of alignment, consistency and expected responses. 	<p>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.</p> <p>You:</p> <ul style="list-style-type: none"> • moderate summative tasks for consensus on 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 for NCCD; • reflect on your practice using the AITSL standards and review goals or set new goals in PDPs.

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><i>Students also study one term of</i></p> <ul style="list-style-type: none"> Economics and Business 	CORE	<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)

4. 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	Combined into "Performing Arts" subject: 1 Term 2 lessons @70 min	1 Semester 2 lessons @70 min	2 Semester 2 lessons @70 min
	Drama		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 (Textiles)		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

5. Learning Area Progression

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

Faculty	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	HPE	HPE Football Academy	HPE Football Academy	HPE Sport in Society Football Academy	Certificate III Fitness Sport and Recreation	Certificate III Fitness Sport and Recreation
The Arts	Dance and Drama Visual Arts Music	Dance Drama Visual Arts Music	Dance Drama Visual Arts Music	Dance Drama Visual Arts Music	Certificate III Visual Arts Certificate III Dance Certificate III Community Dance, Theatre and Events General Music	Certificate III Visual Arts Certificate III Dance Certificate III Community Dance, Theatre and Events General Music
Technology	Materials and Technology Design and Technologies 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 in Catering (Kitchen Operations)	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 Hospitality Early Childhood Studies Certificate II Active Volunteering Certificate II Applied Fashion Design and Technology

6. Assessment Plan

English

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4	COGNITIVE VERBS	
7	Literary Memoir <ul style="list-style-type: none"> ▪ Written ▪ Extended response ▪ Personal audience 	Persuasive Speech <ul style="list-style-type: none"> ▪ Spoken ▪ Extended response ▪ Persuasive 	Analytical Essay <ul style="list-style-type: none"> ▪ Multimodal ▪ Various responses ▪ Persuasive 	Narrative Intervention <ul style="list-style-type: none"> ▪ Written ▪ Extended response ▪ Imaginative 	<ul style="list-style-type: none"> ▪ Understand ▪ Explain ▪ Analyse ▪ Select 	<ul style="list-style-type: none"> ▪ Listen ▪ Create ▪ Make ▪ Use
8	Short Story <ul style="list-style-type: none"> ▪ Written ▪ Extended response ▪ Imaginative 	Analytical Essay <ul style="list-style-type: none"> ▪ Written ▪ Extended response ▪ Analytical 	Persuasive Speech <ul style="list-style-type: none"> ▪ Spoken ▪ Extended response ▪ Persuasive 	Media Campaign <ul style="list-style-type: none"> ▪ Multimodal ▪ Various responses ▪ Persuasive 	<ul style="list-style-type: none"> ▪ Understand ▪ Explain ▪ Interpret ▪ Question ▪ Select 	<ul style="list-style-type: none"> ▪ Listen ▪ Use ▪ Show ▪ Create ▪ Make
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 ▪ Integrate ▪ Understand ▪ Manipulate ▪ Interpret 	<ul style="list-style-type: none"> ▪ Select ▪ Listen ▪ Explain ▪ Make ▪ Create ▪ Use
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 ▪ Explain ▪ Develop ▪ Contribute ▪ Interpret ▪ Analyse 	<ul style="list-style-type: none"> ▪ Listen ▪ Select ▪ Create ▪ Make ▪ Use ▪ Justify

Mathematics

Year Level	Term 1	Term 2	Term 3	Term 4	Cognitive Verbs
7	Problem Solving and Modelling Task 1 Problem Solving and Modelling Task 2	Problem-Solving and Modelling Task 3 Folio of work	Folio of work Exam	Exam Mathematical Investigation	Assign, Apply, Calculate, Choose, Classify, Compare, Conduct, Create, Decide, Describe, Express, Identify, Interpret, List, Name, Predict, Plan, Reason, Represent, Simulate Solve, Substitute, 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	Exam	Problem-Solving and Modelling Task 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 – Separation techniques Folio of work	Student Experiment – Projectile motion 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
10 Extension	Student Experiment – Reaction rates	Exam – Semester 1 Chemistry and Physics Exam	Research Investigation – Genetics	Data Test	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	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: Exam: Timeline Exam: Response to Stimulus Exam: Response to Stimulus	History: Research Task/Historical Report	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	Field Study Investigation	Data Report	Task 1 Geographical Portfolio Task 2 Case Study Investigation	Task 1 Short Response Exam Task 2 Case Study Investigation	Develop, Evaluate, Predict, Propose, Synthesise, Analyse, Apply, Generalise, Infer, Interpret, Reflect on, Explain, Represent, Identify, Select, Use.
9 History	Source Investigation	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	Campaign Project	Task 1 Board Game Project Task 2 Short Response Exam	Multimedia Project	Research Project	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	Source Investigation	Historical Essay from research	Research Investigation	Combination Response	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 Exam	Practical	Practical Practical	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 HPE	Practical Multimodal Presentation	Practical Written Report	Practical Written Report	Practical Written Report	Investigate, evaluate, analyse, apply, refine and demonstrate.
10 SPS	Practical Exam	Practical Research Assignment	Practical Research Assignment	Practical Exam	Investigate, evaluate, analyse, apply, refine and 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

	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 Monday Week 10
Year 8				
Year 9		Assessment Block Week 9	Assessment Block Week 9	Assessment Block Week 9 (Catch-up students)
Year 10				
Year 11	(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 INDUSTRY ONLY 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
Year 12	Reporting Due INDUSTRY ONLY 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
P/T Interviews		Week 3 Wednesday	Week 4 Thursday	

9. Moderation Plan

The Lowood Moderation Model			
PURPOSE:			
<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Faculty Meetings One-on-One Meetings/Check-ins Observations/Walk Throughs Administration of Tasks: <ul style="list-style-type: none"> Scaffolding ICPs Differentiation Resitting Due Dates Validity of conditions Special consideration Use of Teacher Aides Drafting Moderation processes Checking for Understanding: <ul style="list-style-type: none"> Monitoring tasks to gather information about student progress: <ul style="list-style-type: none"> Warm Up Plough Backs Diagnostic Tests Peer Marking Formative Opportunities Links to Marking Guide elements Curriculum Conversations about Formative Assessment Collaborative Curriculum Conversations: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	<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>