



# Whole School Curriculum and Reporting Plan 2024



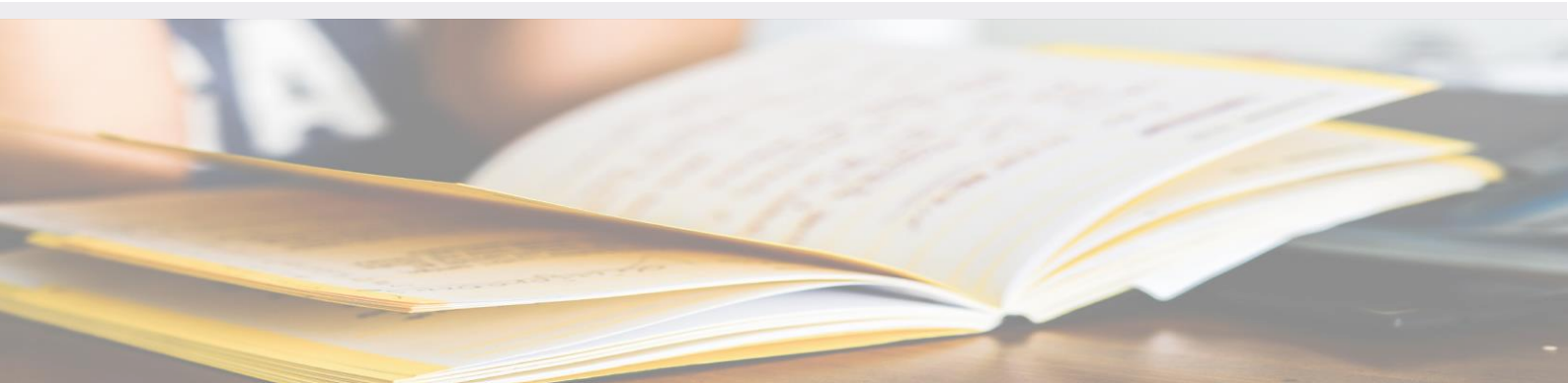
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**Ver: 1, December 2023**

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# Curriculum Pathways

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## Purpose

A **learning pathway** is the chosen route, taken by a learner through a range of learning activities and courses that supports the progressive building of knowledge and skills. It provides a sequential pathway that also sees the control of learning move from the teacher/tutor to the learner.

In our school, the concept of learning pathways refers to the specific courses, academic programmes, and learning experiences that individual students complete as they progress in their education towards their academic and vocational goals.

While we recognise that learning pathways do not have to be delivered exclusively by our teachers or their tutors, this overview of our school has been simplified so as to provide a conceptual map of when courses may be attempted and what mandatory steps must occur to access specific learning outcomes.

Our school recognises that learning can occur in different places, at different times and be facilitated by people other than teachers/tutors. Students can learn in a workplace, within organisations that are not schools and even within social settings. They can learn under the guidance and direction of people who are skilled in specific areas. We endeavour to provide opportunities for these broader learning experiences within our learning programs both as formal and informal events.

At the individual student level, it may be viable to build a learning pathway that offers alternative learning experiences better suited to some students.

## Overview

The graphic on the next page, shows the scope and sequencing across year levels of the Australian Curriculum (Prep – Year 10) and scope of Senior Secondary curriculum for the 2024 – 2025 period.

On the left side margin, a summary of the supplementary curriculum pathway – eKindy – is provided.

# Charters Towers School of Distance Education CURRICULUM OVERVIEW 2024

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
<b>Kindy</b> ekindy Playing to learn														
<b>ENGLISH</b>	English v9						English v9				General English Essential English			
<b>MATHEMATICS</b>	Mathematics v8.4						Mathematics v9				General Mathematics Mathematical Methods Essential Mathematics			
<b>SCIENCE</b>	Science v8.4						Science v8.4				Biology Chemistry Psychology Science in Practice			
<b>HASS</b> Humanities and Social Sciences	HASS v8.4						HASS v8.4		History v8.4 Geography v8.4	Geography v8.4 Economics and Business v8.4	Geography v8.4 Economics and Business v8.4		Ancient History Modern History Geography Business Studies Social and Community Studies	
<b>THE ARTS</b>	* Dance, Drama, Media Arts, Visual Arts and Music v8.4 Media Arts Instrumental Music						Visual Arts Media Arts	Visual Arts Media Arts	Media Arts	Visual Arts		Visual Arts in Practice		
<b>TECHNOLOGIES</b>	*Design Technologies and Digital Technologies v8.4						*Design Technologies v9 *Digital Technologies v9		Design Technologies v9		*Digital Technologies v9		Information and Communication Technology	
<b>HPE</b>	HPE v8.4						HPE v9							
<b>LANGUAGES</b>							Japanese v8.4		Japanese v8.4		Japanese v8.4		Japanese	
<b>VET</b> Vocational Education and Training											Certificate II in Active Volunteering Certificate II in Skills for Work and Vocational Pathways		Certificate III in Business Certificate II in Applied Digital Technologies Certificate III in Information Technology Certificate II in Workplace Skills Certificate II in Active Volunteering Certificate II in Skills for Work and Vocational Pathways Certificate III in School Based Education Support Certificate II Visual Arts Certificate III in Agriculture Certificate III in Tourism	

For more information on curriculum and subject pathways for Primary, Junior Secondary, Senior Secondary and VET refer to <https://charterstowers.sde.eq.edu.au/curriculum> on the CTSDE Website

LEGEND	Core	Elective	General (QCAA Senior Syllabus)	Applied (QCAA Senior Syllabus)	VET Certificate	Extra-Curricular offering	*P-6: The Arts and Technologies subjects are studied across bands of learning
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Last updated November 2023

## Purpose

Our school views curriculum as the broad collection items that form a coherent approach to teaching and learning within a course of study. By this understanding then, the concept of curriculum would include:

- The content (i.e., knowledge and skills)
- The learning objectives
- The standards expected to be achieved
- Units and sequencing forming the course of study
- The assessments used to gauge progress or to make judgements on the effectiveness of the learning/teaching
- The teaching or instructional process

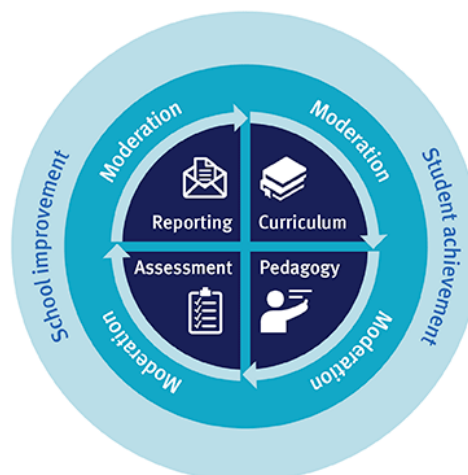
With the myriad of elements that are evident within the school setting it is appropriate that the cognitive model be used to assign some semblance of order to the organisation of the curriculum.

## Overview

At the centre are the four major interconnected elements which support school improvement and student achievement that consist of:

- Curriculum
- Pedagogy
- Assessment
- Reporting

A whole school approach to moderation processes underpins [systematic curriculum delivery](#) and supports teachers to align curriculum, pedagogy, assessment and reporting; and ensures consistency of teacher judgments and accuracy of reporting against the Australian Curriculum achievement standards.



## Purpose

The curriculum within our school is drawn from authoritative sources specific to each sector of schooling. These sources include Australian Curriculum, Queensland Curriculum and Assessment Authority (QCAA), Senior Syllabus and Australian Skills Quality Authority (VET). By having a direct alignment to these approved syllabus sources, our school ensures that a direct line from intentions to outcomes is visible and that recognition of achievement can readily be available.

For example, the Australian Curriculum provides schools, teachers, tutors, parents, students and the broader community with a clear understanding of what students should learn, regardless of where they live or what school system they are in.

## Overview

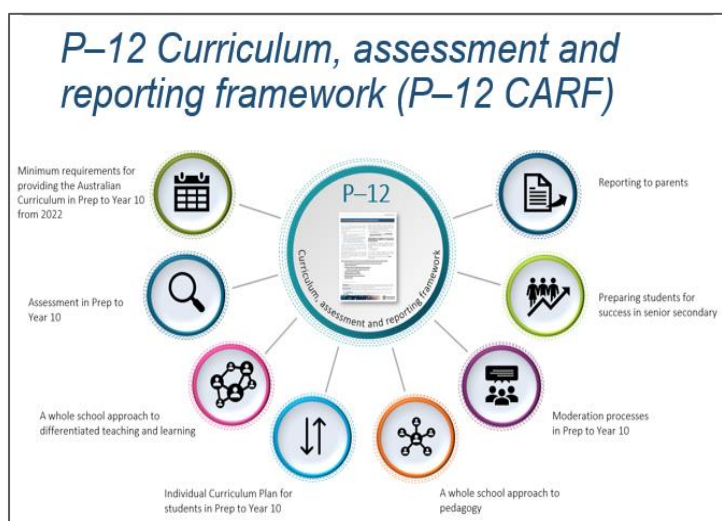
The Australian Curriculum provides the framework for learning across the Preparatory Year to Year 10. It provides a clear structure in terms of:

- eight key learning areas—English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Languages, Technologies and the Arts
- seven general capabilities—literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, intercultural understanding, and ethical understanding
- three cross-curriculum priorities—sustainability, Asia and Australia’s engagement with Asia and Aboriginal and Torres Strait Islander histories and cultures.

Within Queensland, this has been contextualised to provide curriculum content, suggested learning/teaching strategies and an achievement standard in each subject that all students should be meeting.

The Senior Secondary Curriculum within our school is drawn from the selected syllabus documents provided by the Queensland Curriculum and Assessment Authority (QCAA). This is part of the broader educational initiative within Queensland to revitalise the senior assessment and tertiary entrance processes.

Where students may need a more individualised curriculum, our school makes use of the adjusted Australian Curriculum and QCIA Pathways.



**QCAA** Queensland Curriculum & Assessment Authority

## Unit and Lesson Plans



The unit plans for the various intended curriculum frameworks can be accessed through the school's Internet and Intranets. Team leaders will provide direction as to where specific unit, lesson plans and resources may be accessed.

## Independent Learning

In Years Prep - 10, our school has mapped our Independent Learning to Version 8.4 and v9 of the Australian Curriculum. The Independent Learning resources are also subject to change to align the proposed learning to focus on the syllabus/curriculum, reduce 'busy work'/excessive repetition and align approaches to our pedagogical expectations. To this end, the Independent Learning resources now reflect the needs of our students and school.

Review, alignment and production of these Independent Learning resources is conducted within the school is a school responsibility.

All courses in Years 7-12 will be changing from paper based Independent Learning resources to online materials from 2024.

## Australian Curriculum changes from v8.4 to v9

From 2024 our school will be going through the process of reviewing our curriculum so that it aligns fully to v9 by 2027 following our **Australian Curriculum V9 Implementation Schedule**. Please see schedule in the following pages.



# Charters Towers School of Distance Education

## Australian Curriculum V9 Implementation Schedule

### School Vision

Every student engaged and succeeding.

### School Priorities

- Having proficiency at 3 levels of collaborative planning.
- Undertaking 'Before, After, After, End' moderation.

At Charters Towers School of Distance Education, we believe distance is no barrier to learning. Through effective and contextualised through the development of new curriculum planning at the 3 Levels we will engage our students and support them to success. Charters Towers School of Distance Education uses this document to align to v9 of the Australian Curriculum through the clarity of timelines and goals.

Our purpose is to

- align (vertically and horizontally) curriculum, pedagogy, assessment and reporting of v9 of the Australian Curriculum;
- monitor progress towards school improvement priorities;
- quality assure the curriculum provision for all students using moderation and evaluation processes;
- ensure resource allocation supports the stated vision and priorities;
- support all students to success through differentiation and targeted support and
- share the school's plan for curriculum delivery with parents/carers and the wider school community.

### Implementation Phases

#### P-6

##### Familiarisation and Implementation

Phase will include realignment of year and band plans, assessment and marking guides, unit planning and development of ILM's. Documents at the 3 levels of planning will be developed using school templates ensuring a whole school approach (see resources link at the bottom of this document). Key resources identified include; DET (<https://det-school.eq.edu.au/p-10/updated-ac#P-6-is>) and the QCAA (<https://www.qcaa.qld.edu.au/p-10/aciq/version-9>).

P-6 English will be changing from ILM's to QLearn course materials from 2024 as we move to AC9. As part of familiarisation and planning process staff will unpacking v9 changes as part of considerations with refinement happening after moderation process and feedback. Standards Elaborations from QCAA will be used for as marking guides for all English assessment.

#### 7-10

##### Phase 1- Identify curriculum

Phase 1 of transition to the AC9 will involve the creation of updated Curriculum and Assessment plans (Year/Band) which will provide an overview of the Learning Area curriculum and assessment aligned to AC9. CTSDE level 2 planning will define the relevant achievement standard, content descriptions, general capabilities, cross-curriculum priorities, assessment and form the basis for planning teaching, learning and assessment. These plans will be developed on a school curriculum assessment plan template and will be created through in collaborative teams.

##### Phase 2- Develop Assessment

Assessment is an ongoing and integral part of teaching and learning. Assessment provides evidence for teachers to make judgments against the achievement standards and monitor student progress. To maximise student outcomes, teachers use ongoing assessment evidence to adjust the teaching and learning sequence. Standards based summative assessment tasks will be developed by teams to be used as evidence of student learning against the Australian Curriculum relevant achievement standards. Assessment construct is underpinned by the attributes of quality assessment and assessment conventions outlined by DET. Standards Elaborations from QCAA will be used for as marking guides for all assessment.

##### Phase 3- Sequencing teaching and learning

Teachers select and sequence learning experiences and teaching strategies to support students to develop knowledge, understanding and skills. The school unit planning template is the structure that provides the framework for sequencing these experiences. Unit planning ensure alignment to the target aspects of the AC9 achievement standard including cognitions and learning Intentions. Independent Learning Material will be created/ contextualised to ensure access and equity.

##### Phase 4 and 5- Making judgments and moderation

Refer to the Charters Towers School of Distance Educations' moderation cycle.

##### Phase 6- Evaluate and Quality Assure

A yearly review is completed on each learning areas' curriculum and assessment plan and assessment and teaching and learning sequences to enable teachers to reflect on the teaching, learning, assessment to make refinements and plan for the future.





		2023				2024				2025				2026				2027			
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
The Arts	P to 6	Familiarisation		Familiarisation		Familiarisation and Planning								Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation			Evaluate and Quality Assure	
	Dance	Familiarisation	Familiarisation	Familiarisation	Familiarisation	Familiarisation and Planning											Evaluate and Quality Assure				Evaluate and Quality Assure
	Drama	Familiarisation	Familiarisation	Familiarisation	Familiarisation	Familiarisation and Planning											Evaluate and Quality Assure				Evaluate and Quality Assure
	Visual Arts	Familiarisation	Identify Curriculum	Develop Assessment	Sequence Teaching and Learning	Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation			Evaluate and Quality Assure			
	Media Arts	Familiarisation	Familiarisation	Familiarisation	Familiarisation	Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation		Evaluate and Quality Assure				Evaluate and Quality Assure				Evaluate and Quality Assure		
	Music	Familiarisation	Familiarisation	Familiarisation	Familiarisation	Familiarisation and Planning											Evaluate and Quality Assure				Evaluate and Quality Assure
Humanities and Social Sciences	HASS P to 6	Familiarisation		Familiarisation		Familiarisation and Planning								Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation			Evaluate and Quality Assure	
	Civics and Citizenship	Familiarisation	Identify Curriculum	Develop Assessment	Sequence Teaching and Learning	Identify Curriculum	Develop Assessment	Sequence Teaching and Learning	Evaluate and Quality Assure	Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation			Evaluate and Quality Assure		
	Economics and Business	Familiarisation	Familiarisation	Familiarisation	Familiarisation	Identify Curriculum	Develop Assessment	Sequence Teaching and Learning	Evaluate and Quality Assure	Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation			Evaluate and Quality Assure		
	History	Familiarisation	Familiarisation	Familiarisation	Familiarisation	Identify Curriculum	Develop Assessment	Sequence Teaching and Learning	Evaluate and Quality Assure	Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation			Evaluate and Quality Assure		
	Geography	Familiarisation	Identify Curriculum	Develop Assessment	Sequence Teaching and Learning	Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation		Evaluate and Quality Assure	Implementation- Making judgments and moderation			Evaluate and Quality Assure			

Review of this document will be ongoing and most up to date information can be found on CTSDE Website: <https://charterstowersde.eq.edu.au/curriculum> under Whole School Curriculum and Reporting Plan/Implementation Plan 2024.

# Curriculum Overview

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## Curriculum Units

The Curriculum Units give an overview of the types of curriculum that our students will engage with during the year.

Specific information for each area of the school can be found under the Curriculum tab on the CTSDE Website <https://charterstowerssde.eq.edu.au/curriculum> in the relevant handbooks.

- Primary
- Junior Secondary
- Senior Secondary

# Curriculum Overview P-10



Year Prep

English	
Unit 1	Enjoying our new world
Unit 2	Under Development to v9
Unit 3	Under Development to v9
Unit 4	Under Development to v9

Mathematics	
Unit 1	Using units of measurement; Number and place value; Patterns and algebra; Location and transformation
Unit 2	Data representation and interpretation; Chance; Number and place value; Patterns and algebra; Location and transformation; Shape
Unit 3	Patterns and algebra; Number and place value; Using units of measurement;
Unit 4	Shape; Number and place value; Fractions and decimals; Data representation and interpretation; Location and transformation; Shape

Science	
Unit 1	Our living world
Unit 2	Our material world
Unit 3	Weather Watch
Unit 4	Move it Move it

HASS	
Unit 1	My special places
Unit 2	My family history

Health and Physical Education	
Unit 1	I can do it
Unit 2	Animal Groove and I am safe
Unit 3	I am growing and changing and Catch that bean
Unit 4	Looking out for others and Who wants to play?

Technologies	
Unit 1	Grow, Grow, Grow

The Arts	
Unit 1	New stories
Unit 2	Dancing Characters

# Curriculum Overview P-10



Year 1

English	
Unit 1	Exploring imaginative texts - creating a character
Unit 2	Under Development to v9
Unit 3	Under Development to v9
Unit 4	Under Development to v9

Mathematics	
Unit 1	Using units of measurement; Number and place value; Data representation and interpretation;
Unit 2	Shape; Chance; Number and place value; Location and transformation; Money and financial mathematics
Unit 3	Patterns and algebra; Number and place value; Using units of measurement; Location and transformation
Unit 4	Shape; Number and place value; Fractions and decimals;

Science	
Unit 1	Living adventure
Unit 2	Material madness
Unit 3	Changes around me
Unit 4	Exploring Light and sound

HASS	
Unit 1	My changing life
Unit 2	My changing world

Health and Physical Education	
Unit 1	Action stations and animals move in different ways
Unit 2	Me and my emotions and playing with balls

Technologies	
Unit 1	Spin it!

The Arts	
Unit 1	Up, Down and all around
Unit 2	Pretending through drama

# Curriculum Overview P-10



Year 2

## English

<b>Unit 1</b>	Exploring imaginative texts - creating a storyboard
<b>Unit 2</b>	Under Development to v9
<b>Unit 3</b>	Under Development to v9
<b>Unit 4</b>	Under Development to v9

## Mathematics

<b>Unit 1</b>	Data representation and interpretation; Number and place value; Chance
<b>Unit 2</b>	Number and place value; Location and transformation; Money and financial mathematics; Using units of measurement; Fractions and decimals;
<b>Unit 3</b>	Shape; Number and place value; Patterns and algebra; Using units of measurement
<b>Unit 4</b>	Shape; Data representation and interpretation; Chance

## Science

<b>Unit 1</b>	Mix, make and use
<b>Unit 2</b>	Toy factory
<b>Unit 3</b>	Good to grow
<b>Unit 4</b>	Save planet Earth

## HASS

<b>Unit 1</b>	Present connections to places
<b>Unit 2</b>	Impacts of technology over time

## Health and Physical Education

<b>Unit 1</b>	Staying safe and I'm a balliever
<b>Unit 2</b>	My Identity and Ropes and rhymes

## The Arts

<b>Unit 1</b>	Dancing seasons
<b>Unit 2</b>	Musical stories

# Curriculum Overview P-10

Year 3



English	
Unit 1	Exploring imaginative texts - writing a sequel
Unit 2	Under Development to v9
Unit 3	Under Development to v9
Unit 4	Under Development to v9

Mathematics	
Unit 1	Using units of measurement; Number and place value
Unit 2	Number and place value; Data representation and interpretation; Chance
Unit 3	Shape; Number and place value; Patterns and algebra; Geometric reasoning; Money and financial mathematics
Unit 4	Fractions and decimals; Location and transformation

Science	
Unit 1	Is it living?
Unit 2	Spinning Earth
Unit 3	Hot stuff
Unit 4	Save planet earth

HASS	
Unit 1	Our unique communities
Unit 2	Exploring places near and far

Health and Physical Education	
Unit 1	Take care and be kind and Take your marks
Unit 2	Keep moving

Technologies	
Unit 1	Repurpose it!

The Arts	
Unit 1	Print art
Unit 2	Let's celebrate



# Curriculum Overview P-10



Year 4

English	
Unit 1	Exploring imaginative texts -adding a new chapter
Unit 2	Under Development to v9
Unit 3	Under Development to v9
Unit 4	Under Development to v9

Mathematics	
Unit 1	Number and place value; Patterns and algebra; Chance;
Unit 2	Number and place value; Data representation and interpretation
Unit 3	Number and place value; Fractions and decimals; Shape; Geometric reasoning
Unit 4	Location and transformation; Number and place value; Money and financial mathematics; Fractions and decimals

Science	
Unit 1	Here today, gone tomorrow
Unit 2	Ready, set, grow!
Unit 3	Material use
Unit 4	Fast forces!

HASS	
Unit 1	Early exploration and settlement
Unit 2	Sustainable use of places

Health and Physical Education	
Unit 1	Making healthy choices and Let me entertain you

Technologies	
Unit 1	Digital systems

The Arts	
Unit 1	Country and Place
Unit 2	Wildlife watch

# Curriculum Overview P-10

Year 5



## English

<b>Unit 1</b>	Exploring imaginative texts -creating a multimodal text
<b>Unit 2</b>	Under Development to v9
<b>Unit 3</b>	Under Development to v9
<b>Unit 4</b>	Under Development to v9

## Mathematics

<b>Unit 1</b>	Chance; Fractions and decimals; Data representation and interpretation; Geometric reasoning
<b>Unit 2</b>	Shape; Fractions and decimals; Data representation and interpretation
<b>Unit 3</b>	Money and financial mathematics; Location and transformation; Fractions and decimals;
<b>Unit 4</b>	Using units of measurement; Chance; Number and place value; Location and transformation;

## Science

<b>Unit 1</b>	Survival in the environment
<b>Unit 2</b>	Our place in the solar system
<b>Unit 3</b>	Now you see it
<b>Unit 4</b>	Matter matters

## HASS

<b>Unit 1</b>	People and the environment
<b>Unit 2</b>	Managing Australian communities
<b>Unit 3</b>	Consumer decision making in Australian communities
<b>Unit 4</b>	Communities in colonial Australia (1800s)

## Languages

<b>Unit 1</b>	What's In a name? (Japanese)
<b>Unit 2</b>	What's a family? (Japanese)
<b>Unit 3</b>	What are personal spaces? (Japanese)
<b>Unit 4</b>	How do you play? (Japanese)

## Technologies

<b>Unit 1</b>	Design for nature
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## Health and Physical Education

<b>Unit 1</b>	What makes me, me?
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## The Arts

<b>Unit 1</b>	Artists of the world
<b>Unit 2</b>	Rhythmic Riot

# Curriculum Overview P-10

Year 6



English	
Unit 1	Exploring imaginative texts - creating a vlog
Unit 2	Under Development to v9
Unit 3	Under Development to v9
Unit 4	Under Development to v9

Mathematics	
Unit 1	Number and place value; Fractions and decimals; Chance; Data representation and interpretation; Shape and using units of measurement;
Unit 2	Number and place value; Patterns and Algebra; Shape and using units of measurement
Unit 3	Money and financial mathematics; Number and place value; Fractions and Decimals
Unit 4	Patterns and Algebra; Number and place value; Location and transformation; Data representation and interpretation;

Science	
Unit 1	Making changes
Unit 2	Energy and electricity
Unit 3	Life on Earth
Unit 4	Our changing world

HASS	
Unit 1	Australia in the past
Unit 2	Australians as global citizens
Unit 3	Australia in a diverse world
Unit 4	Making decisions to benefit my community

Languages	
Unit 1	What is a character?
Unit 2	What is change?
Unit 3	What is school life?
Unit 4	What do my interests say about me?

Technologies	
Unit 1	A-mazeing digital systems

Health and Physical Education	
Unit 1	Healthy habits

The Arts	
Unit 1	Dancing around the world
Unit 2	Natural Disasters

# Curriculum Overview P-10

Year 7



## English

<b>Unit 1</b>	Australian Stories – My Place
<b>Unit 2</b>	Novel Study
<b>Unit 3</b>	Perspectives of the environment
<b>Unit 4</b>	Twisted Tales

## Mathematics

<b>Unit 1</b>	Under development v9
<b>Unit 2</b>	Under development v9
<b>Unit 3</b>	Under development v9
<b>Unit 4</b>	Under development v9
<b>Unit 5</b>	Under development v9
<b>Unit 6</b>	Under development v9
<b>Unit 7</b>	Under development v9
<b>Unit 8</b>	Under development v9

## Science

<b>Unit 1</b>	Heavenly bodies
<b>Unit 2</b>	Sensational seasons
<b>Unit 3</b>	Water – waste not, want not (continued)
<b>Unit 4</b>	Moving right along
<b>Unit 5</b>	Moving right along – applications in real systems
<b>Unit 6</b>	Organising organisms
<b>Unit 7</b>	Affecting organisms

## History

<b>Unit 1</b>	Investigating the ancient past
<b>Unit 2</b>	Ancient Rome
<b>Unit 3</b>	China

## Geography

<b>Unit 1</b>	Water in the world
<b>Unit 2</b>	Place and liveability

## Civics and Citizenship

<b>Unit 1</b>	Australia's legal and political system in a diverse society
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## Economics and Business

<b>Unit 1</b>	Business opportunities in the Australian market
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# Curriculum Overview P-10

Year 7 – Continued



## Languages (Japanese)

<b>Unit 1</b>	What are memorable places?
<b>Unit 2</b>	What are oral traditions?
<b>Unit 3</b>	What is community?
<b>Unit 4</b>	How do I express my self-identity?

## Health and Physical Education

<b>Unit 1</b>	Identity and Diversity and developing respectful relationships
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## Economics and Business

<b>Unit 1</b>	Seeking individual and business success in the market
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## Design and Technology

<b>Unit 1</b>	Food and fibre
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## Digital Technology

<b>Unit 1</b>	Digital systems
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## Art

<b>Unit 1</b>	Exploring people and humanity
<b>Unit 2</b>	Exploring Media Arts concepts

# Curriculum Overview P-10

Year 8



English	
Unit 1	Exploring Indigenous/Australian Perspectives in Texts
Unit 2	Examining the Human Experience – Migrants and Refugees
Unit 3	Promoting awareness and understanding of adversity
Unit 4	Stories of Nature and the World

Mathematics	
Unit 1	Under development v9
Unit 2	Under development v9
Unit 3	Under development v9
Unit 4	Under development v9

Science	
Unit 1	Particles matter
Unit 2	Chemistry of common substances
Unit 3	Rocks never die
Unit 4	Rock my world
Unit 5	Energy in my life
Unit 6	What's up
Unit 7	Building blocks of life
Unit 8	Survival

History	
Unit 1	Medieval Europe
Unit 2	The Spanish conquest of the Americas
Unit 3	Japan under the Shoguns

Geography	
Unit 1	Changing nations
Unit 2	Landforms and lifeforms

Economics and Business	
Unit 1	Responding to business opportunities in the Australian market

Civics and Citizenship	
Unit 1	Influences that shape citizenship within Australia's democracy

Language (Japanese)	
Unit 1	What's in a friendship
Unit 2	What's in a time capsule
Unit 3	What's for dinner?
Unit 4	How do we celebrate community?

# Curriculum Overview P-10

Year 8 - Continued



## Health and Physical Education

<b>Unit 1</b>	Adolescence and Health safety and wellbeing
<b>Unit 2</b>	Movement and Physical Activity

## Design and Technology

<b>Unit 1</b>	Under development v9
<b>Unit 2</b>	Under development v9

## Digital Technology

<b>Unit 1</b>	Under development v9
<b>Unit 2</b>	Under development v9

## Art

<b>Unit 1</b>	Developing Media Production Skills
<b>Unit 2</b>	Exploring Nature and Structures through Art

# Curriculum Overview P-10

Year 9



## English

<b>Unit 1</b>	Exploring different perspectives
<b>Unit 2</b>	Examining representations of Australia's peoples, histories and cultures
<b>Unit 3</b>	Interpreting information texts and creating speculative fiction
<b>Unit 4</b>	Evaluating characters in a novel

## Mathematics

<b>Unit 1</b>	Under development v9
<b>Unit 2</b>	Under development v9
<b>Unit 3</b>	Under development v9
<b>Unit 4</b>	Under development v9

## Science

<b>Unit 1</b>	Energy on the move
<b>Unit 2</b>	Making waves
<b>Unit 3</b>	It's elementary
<b>Unit 4</b>	Chemical patterns
<b>Unit 5</b>	My life in balance
<b>Unit 6</b>	Responding to change
<b>Unit 7</b>	Changing earth

## History

<b>Unit 1</b>	The industrial revolution
<b>Unit 2</b>	Making the nation of Australia
<b>Unit 3</b>	World War I

## Geography

<b>Unit 1</b>	Biomes and food security
<b>Unit 2</b>	Geographies of interconnections

## Civics and Citizenship

<b>Unit 1</b>	Influences that shape citizenship within Australia's democracy
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## Economics and Business

<b>Unit 1</b>	Managing financial responsibilities, risks and rewards
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## Health and Physical Education

<b>Unit 1</b>	Health skills you need
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# Curriculum Overview P-10

Year 9 - Continued



## Technologies

<b>Unit 1</b>	Engineering principles and systems
<b>Unit 2</b>	Materials and technologies specialisations
<b>Unit 3</b>	Food specialisations
<b>Unit 4</b>	Food and fibre production

## Media Arts

<b>Unit 1</b>	Exploring Media Arts Concepts
<b>Unit 2</b>	Media Arts Across Cultures
<b>Unit 3</b>	Responsible Media Practice and Production
<b>Unit 4</b>	Constructing Representations in Media Arts

## Languages

<b>Unit 1</b>	Fashion and Style
<b>Unit 2</b>	Ordering at a restaurant
<b>Unit 3</b>	Weather
<b>Unit 4</b>	Places and Directions

# Curriculum Overview P-10

Year 10



## English

<b>Unit 1</b>	Australian Experiences
<b>Unit 2</b>	Visual Storytelling
<b>Unit 3</b>	Novel Study
<b>Unit 4</b>	Modern Classic

## Mathematics

<b>Unit 1</b>	Under development v9
<b>Unit 2</b>	Under development v9
<b>Unit 3</b>	Under development v9
<b>Unit 4</b>	Under development v9
<b>Unit 5</b>	Under development v9
<b>Unit 6</b>	Under development v9
<b>Unit 7</b>	Under development v9
<b>Unit 8</b>	Under development v9

## Science

<b>Unit 1</b>	Earth and Space
<b>Unit 2</b>	Biology
<b>Unit 3</b>	Chemistry
<b>Unit 4</b>	Physics

## History

<b>Unit 1</b>	World War II
<b>Unit 2</b>	Rights and freedoms
<b>Unit 3</b>	Introduction to Ancient History -Archaeology

## Geography

<b>Unit 1</b>	Environmental change and management
<b>Unit 2</b>	Geographies of human wellbeing

## Civics and Citizenship

<b>Unit 1</b>	Australia's democracy in a global context
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## Economics and Business

<b>Unit 1</b>	Improving business productivity and consumer decisions
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## Certificate II in Skills for Work and Vocational Pathways

<b>Unit 1</b>	Units of competency focused on literacy, numeracy and Skill for Work
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# Curriculum Overview P-10

Year 10 - Continued



## Health and Physical Education

<b>Unit 1</b>	Managing Risks
<b>Unit 2</b>	Strategies for a healthy, sustainable community
<b>Unit 3</b>	Movement concepts and strategies
<b>Unit 4</b>	Physical activity plans for fitness, health and wellbeing

## Technologies

<b>Unit 1</b>	Introduction to Digital Systems
<b>Unit 2</b>	Data Representation
<b>Unit 3</b>	Digital Systems
<b>Unit 4</b>	Data Representation

## Visual Arts

<b>Unit 1</b>	Still Life
<b>Unit 2</b>	Colour and light
<b>Unit 3</b>	Symbols and cultural identity
<b>Unit 4</b>	Sustainability

## Languages (Japanese)

<b>Unit 1</b>	Holidays
<b>Unit 2</b>	Parties and Leisure time
<b>Unit 3</b>	Daily Routines
<b>Unit 4</b>	At the Doctor's

For more detailed information and full course program please go to CTSDE website for the Year 10 Subject Selections at [Senior School Course Selection](#).

## Diverse Learning Program

Our school provides differentiated teaching to respond to the diverse learning needs of all students as part of our curriculum provision. Teachers use an ongoing cycle of differentiation and reflect on its effectiveness in relation to student progress and achievement. If a lack of student progress is identified, the teacher identifies alternative approaches to teaching and learning activities with the aim of increasing student learning and achievement.

Reasonable adjustments are strategies and tailored supports that assist students with disability to attend school and successfully learn and participate in their educational programs on the same basis as students without disability. The provision of reasonable adjustments is based on the individual needs of a student and helps to reduce the barriers they may be experiencing due to the functional impact of their disability.

## Individual Curriculum Plans

For a small percentage of students who are not yet meeting or who are exceeding the achievement standard for their year level, an Individual Curriculum Plan (ICP) may be required to enable them to progress their learning. An ICP allows the student to access a curriculum that is lower or higher than their same age cohort and can be provided in one or more learning areas. For ICPs to be implemented, parents/carers must approve for their child to be taught, assessed and reported against the achievement standard year level as identified in the ICP.

All students are entitled to access and participate in all eight learning areas of the Australian Curriculum, **without exception**. Schools employ tailored supports and differentiated teaching and learning to provide curriculum in ways that meet the diverse learning needs of all their students.

The Diverse Learning Program provides learning programs in line with Version 8.4 and Version 9 of the P-10 Australian Curriculum. This curriculum is mapped and aligned to the students' Individual Curriculum Plan provisioning. Students in each year level are organised in two class groups Q and R according to their Individual Curriculum Plan levels in composite classes. The Diverse Learning Program implements curriculum over a two-year cycle as detailed below.

## Diverse Learning Program: Lower Primary Subject Offerings Overview 2024

Lower primary (Years 1 – 3) students will access and participate in integrated units of work where multiple learning areas are taught and assessed within the term.

Learning Areas		When Taught and Assessed			
		Semester 1		Semester 2	
		Term 1	Term 2	Term 3	Term 4
English (7 hours/week)		<b>Unit 1:</b> Narrative Writing Texts: Our Island and The Great Rabbit Chase	<b>Unit 2:</b> Information Reports Planet Earth, sun, moon	<b>Unit 3:</b> Poetry	<b>Unit 4:</b> Persuasive texts and Procedural texts Text: Keeping Healthy
Mathematics (5 hours/week)		<b>Unit 1 &amp; Unit 2</b> Number, Length, Chance and Data	<b>Unit 3 &amp; Unit 4</b> Number, Shape, Time, Fractions, Maps, Money and Area	<b>Unit 5 &amp; Unit 6</b> Number, Fractions, Capacity, Location and Transformation, Money, Calendars	<b>Unit 7</b> Number, Data, Mass, Location and Transformation, Maps and Fractions
Science (1 hour/week)		<b>Unit 1:</b> Is It Living? Living and Non-Living Things, Life Cycles of Plants and Animals	<b>Unit 2:</b> Spinning Earth Exploring Movement of Earth	<b>Unit 3:</b> Hot Stuff Identify Heat Sources	<b>Unit 4:</b> What's The Matter Solids and Liquids
Humanities and Social Sciences (1 hour/week)		<b>Geography</b> Representation of Contemporary Australia and First Nations Connections To Places.	<b>History</b> Significant Events, Symbols and Emblems in Australia. Causes and Effects of Change in Communities	<b>Civics &amp; Citizenship</b> Participating and Contributing To Communities	<b>Civics &amp; Citizenship</b> Rules and Consequences For Breaking Rules
Health and Physical Education (2 hours/week)		Fundamental Movement Skills and Concepts	Design and Adapt Movement Sequences	Apply Skills To Interact Positively With Others	Fair Play, Rules and Scoring Systems In Team Activities
Technologies (1 hour/week)	Digital Technologies	Hour of Code	Hour of Code	Hour of Code	Hour of Code
	Design & Technologies	Animal Habitat: Communicate design ideas using models and drawings including annotations and symbols.	Community Events: Describe how people design products, services and environments to meet the needs of people, including sustainability.		Procedures: Plan and sequence steps and use technologies and techniques to safely produce designed solutions.
The Arts (1 hour 30 mins/week)	Dance	First Nations Australians Dance			
	Drama		Create a Video Performance as Nature on Earth		
	Media Arts				Slideshow Presentation: Procedure
	Music	First Nations Australians Music Use		Sing and Play Music Learned in Informal Settings	
	Visual Arts	Create an Artwork Using Crayons and Food Dye			

## Diverse Learning Program: Upper Primary Subject Offerings Overview 2024

Upper primary (Years 4 – 6) students will access and participate in integrated units of work where multiple learning areas are taught and assessed within the term.

Learning Areas	When Taught and Assessed			
	Semester 1		Semester 2	
	Term 1 Theme: Survival In The Environment	Term 2 Theme: Making Changes	Term 3 Theme: Successful Systems	Term 4 Theme: A Booming Business
<b>English</b> (6 hours/week)	<b>Imaginative</b> Children's Story in PowerPoint – an animal or human in a specific environment.	<b>Informative</b> Biography of well-known historically important First Nations Australian	<b>Imaginative</b> Creation of own script for a Shadow Puppet Show	<b>Persuasive</b> Pitch an idea for a business (multimodal), explore and respond to existing jingles
<b>Mathematics</b> (5 hours/week)	+ and – Numbers, Mapping, Measuring, Grids, Area and Perimeter	Chance, Percentages and Fractions	Shapes, Nets and Angles	Money, Fractions, Percentages, Time and Season
<b>Science</b> (1 hour 30mins/week)	<b>Biology</b> Life cycles, needs of animals to survive and why animals migrate	<b>Chemistry</b> Solids, liquids and gas and what makes objects and people behave in different ways	<b>Physical</b> Energy: sound/force/heat/light how light works - travels, refracts and reflects	<b>Earth Science</b> Farming, Erosion, Layers of Earth and Rotation of Earth
<b>Humanities and Social Sciences</b> (1 hour 30mins/week)	<b>Geography</b> environments that suit certain life forms, types of resources, including natural, human and capital and how they satisfy needs and wants	<b>History</b> Australia/colonisation/federation migration, White Australia Policy	<b>Civics and Citizenship</b> laws, rules, democracy, how laws are made	<b>Economics and Business</b> How business works, how needs and wants are satisfied by businesses and making money/profit
<b>Health and Physical Education</b> (2 hours/week)	<b>Focus: Movement</b> Self-directed units.		<b>Focus: Wellbeing</b> Self-directed units.	
	"Move PE Year 5-6 Physically Distanced Multi-Skills Unit Pack" Teacher created videos	Weapons – Firsts Nations Australians throwing tools	Societal roles, respect and empathy, values diversity in others, safe choices, alternative rules (in games).	Food that nourishes.
<b>Languages</b> (1 hour 30 mins/week)	Macquarie Literacy Program	Macquarie Literacy Program	Macquarie Literacy Program	Macquarie Literacy Program
<b>Technologies</b> (1 hour 15mins /week)	<b>Digital Technologies</b>		Light travelling a course – make physically or design using software.	Recording self in a PowerPoint. Create a website landing page – template (using PPT), make the food item (with supervision) and record the process (written or video)
	<b>Design &amp; Technologies</b>	Diorama: Animal Enclosure		
<b>The Arts</b> (1 hour 30 mins/week)	<b>Dance</b>			
	<b>Drama</b>			
	<b>Media Arts</b>		Use light to create a Shadow Play Presentation	Logo Design Production
	<b>Music</b>		Play a song on their natural instrument – can be inspired by First Nations Australians music	
	<b>Visual Arts</b>	Create a diorama using a variety of media.		

## Diverse Learning Program: Year 7 and Year 8 Subject Offerings Overview 2024 – 2025

Learning Areas		When Taught and Assessed							
		First Year of Program 2024				Second Year of Program 2025			
		Semester 1		Semester 2		Semester 1		Semester 2	
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
English (every semester) (140 hours/year)		Imaginative Text	Informative Text	Imaginative Text	Persuasive Text	Imaginative Text	Informative Text	Imaginative Text	Persuasive Text
History (1 semester each year) (50 hours/year)				Deep Time in History V9 (5 weeks)				Medieval Europe (5 weeks)	
Geography * (1 semester across 7 & 8) (90 hours/year)		Landforms & Landscapes (5 weeks)					Water In The World (5 weeks)		
Civics & Citizenship * (1 semester across 7 & 8) (90 hours/year)				Australia's Legal and Political Sysyem In a Diverse Society (5 weeks)					Influences That Shape Citizenship Within Australia's Democracy (5 weeks)
Economics & Business * (1 semester across 7 & 8) (90 hours/year)		Individual & Business Success In The Market (5 weeks)					Business Opportunities In The Australian Market (5 weeks)		
HPE (1 semester each year) (70 hours/year)		Making Healthy & Safe Choices (Online) Making Active Choices (Tutorial & Journal)	Identities & Change (Online) Moving Our Bodies (Tutorial & Journal)	Making Healthy & Safe Choices (Online) Learning Through Movement (Tutorial & Journal)	Interacting With Others (Online) Moving Our Bodies (Tutorial & Journal)	Making Healthy & Safe Choices (Online) Making Active Choices (Tutorial & Journal)	Identities & Change (Online) Moving Our Bodies (Tutorial & Journal)	Making Healthy & Safe Choices (Online) Learning through movement (Tutorial & Journal)	Interacting With others (Online) Moving Our Bodies (Tutorial & Journal)
Languages (1 semester each year) (70 hours/year)				U7 What's For Dinner (History Link) (8 weeks)				U5:What Is Friendship? (DeT Link) (8 weeks)	
Mathematics (every semester) (140 hours/year)		Number, Algebra and Length	Number, Chance & Data, Shape, Area and Perimeter	Number, Statistics & Probability and Time	Number, Maps, Location & Transformation, Volume and Capacity	Number, Algebra and Length	Number, Chance & Data, Shape, Area and Perimeter	Number, Statistics & Probability and Time	Number, Maps, Location & Transformation Volume and Capacity
Science (every semester) (95 hours/year)		Physics	Biology	Chemistry	Earth and Space	Physics	Biology	Chemistry	Earth and Space
Technologies (70 hours/year) (1 Sem Yrs 7 & 8 band)	Digital Technologies	Digital Technologies U1 Get Serious About Games (5 weeks)							
	Design & Technologies					Food & Fibre V9 Production (5 weeks)			
The Arts (70 hours/year) (1 Sem Y7-8 band)	Media Arts					U1 Exploring Media V9 Arts Concepts (5 weeks)			
	Visual Arts	U1 Personal Maps (5 weeks)							

## Diverse Learning Program: Year 9 Subject Offerings Overview 2024 – 2025

Learning Areas	When Taught and Assessed							
	First Year of Program 2024				Second Year of Program 2025			
	Semester 1		Semester 2		Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
English (every semester) (140 hours/week)	Imaginative Text	Informative Text	Imaginative Text	Persuasive Text	Imaginative Text	Informative Text	Imaginative Text	Persuasive Text
History (1 semester each year) (50 hours/year)	Based on Y9 U3 World War I				Based on Y9 U1 World War II			
Geography (electives) (50 hours & 45 hours/year)								
Civics & Citizenship (electives) (50 hours & 45 hours/year)								
Economics & Business (electives) (50 hours & 45 hours/year)			Based on C2C Y9 U1 Financial Responsibilities Risks & Rewards				Based on C2C Y10 U1 Improving Business Productivity & Consumer Decisions	
HPE (1 semester each year) (70 hours/year)	Making Healthy & Safe Choices (Online) Making Active Choices (Tutorial & Journal)	Identities & Change (Online) Moving Our Bodies (Tutorial & Journal)	Making Healthy & Safe Choices (Online) Learning Through Movement (Tutorial & Journal)	Interacting With Others (Online) Moving Our Bodies (Tutorial & Journal)	Making Healthy & Safe Choices (Online) Making Active Choices (Tutorial & Journal)	Identities & Change (Online) Moving Our Bodies (Tutorial & Journal)	Making Healthy & Safe Choices (Online) Learning through movement (Tutorial & Journal)	Interacting With others (Online) Moving Our Bodies (Tutorial & Journal)
Mathematics (every semester) (140 hours & 130 hours/week)	Number, Algebra and Length	Number, Chance & Data, Shape, Area and Perimeter	Number, Statistics & Probability and Time	Number, Maps, Location & Transformation, Volume and Capacity	Number, Algebra and Length	Number, Chance & Data, Shape, Area and Perimeter	Number, Statistics & Probability and Time	Number, Maps, Location & Transformation, Volume and Capacity
Science (every semester), (140 hours & 130 hours/week)	Physics	Biology	Chemistry	Earth and Space	Physics	Biology	Chemistry	Earth and Space
Technologies (70 hours/year) (1 Sem Yrs 7 & 8 band)	Digital Technologies		Y9 U1 Supercool Waste Recycling Challenge V9 (10 weeks)				Y10 U3 Data Security & Privacy V9 (10 weeks)	
	Design & Technologies							
The Arts (70 hours/year) (1 Sem Y7-8 band)	Media Arts							
	Visual Arts			Y10 U1 Still Life V9 (10 weeks)				Y10 U2 Colour & Light V9 (10 weeks)

**Note:** Subjects highlighted in yellow will be taught to year 9 students only and not as a combined year 9/10 class.



## Diverse Learning Program: Year 10 Subject Offerings Overview 2024 – 2025

Learning Areas	When Taught and Assessed								
	First Year of Program 2024				Second Year of Program 2025				
	Semester 1		Semester 2		Semester 1		Semester 2		
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
English (every semester) (130 hours/week)	Imaginative Text	Informative Text	Imaginative Text	Persuasive Text	Imaginative Text	Informative Text	Imaginative Text	Persuasive Text	
History (1 semester each year) (50 hours/year)	Based on Y9 U3 World War I				Based on Y9 U1 World War II				
Geography (electives) (50 hours & 45 hours/year)									
Civics & Citizenship (50 hours & 45 hours/year)									
Economics & Business (50 hours & 45 hours/year)			Based on C2C Y9 U1 Financial Responsibilities Risks & Rewards				Based on C2C Y10 U1 Improving Business Productivity & Consumer Decisions		
HPE (1 semester each year) (70 hours/year)	Year 10 U1 Understand and Manage Risk				Year 10 U1 Understand and Manage Risk				
Mathematics (every semester) (140 hours & 130 hours/week)	Number, Algebra and Length	Number, Chance & Data, Shape, Area and Perimeter	Number, Statistics & Probability and Time	Number, Maps, Location & Transformation, Volume and Capacity	Number, Algebra and Length	Number, Chance & Data, Shape, Area and Perimeter	Number, Statistics & Probability and Time	Number, Maps, Location & Transformation, Volume and Capacity	
Science (every semester), (140 hours & 130 hours/week)	Physics	Biology	Chemistry	Earth and Space	Physics	Biology	Chemistry	Earth and Space	
Technologies (70 hours/year) (1 Sem Yrs 7 & 8 band)	Digital Technologies			Future, Work, Planning (Work Studies)				Future, Work, Planning (Work Studies)	
				SET Plans	Digital Technologies and Future Pathways			SET Plans	Digital Technologies and Future Pathways
	Design & Technologies								
The Arts (70 hours/year) (1 Sem Y7-8 band)	Media Arts								
	Visual Arts								

**Note:** Subjects highlighted in yellow will be taught to year 10 students only and not as a combined year 9/10 class.

## Queensland Certificate of Individual Achievement Curriculum Overview- For Identified Students Undertaking Year 11 and 12 Studies

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. An individual learning program is:

- a school-developed program of study using curriculum organisers, learning goals and learning focuses provided within the Queensland Curriculum & Assessment Authority's Guideline for Individual Learning
- developed for students who have disabilities that affect learning that are not primarily due to socioeconomic, cultural and/or linguistic factors
- a learning pathway that does not contribute to the attainment of a Queensland Certificate of Education (QCE) and does not duplicate learning from any QCE-contributing studies (General, Applied or Short Course syllabuses, or VET courses).

The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers. At our school, the units of study for students on a Queensland Certificate of Individual Achievement pathway are detailed in the below table.

QCIA Curriculum Organiser	Subject: Learning Focus	When Taught and Assessed in Senior Years							
		First Year of Program				Second Year of Program			
		Semester 1		Semester 2		Semester 1		Semester 2	
Communication & Technologies (CT)	English: Language (all year) Comprehension & Language Use	✓		✓		✓		✓	
Personal and Living Dimensions (PLD)	Mathematics: Number (all year) Units as indicated 1 Term each per year	✓		✓		✓		✓	
		Money	Time	Data	Patterns	Money	Time	Data	Patterns
Personal and Living Dimensions (PLD)	Social & Emotional Well-Being: Units as indicated 1 Term each	✓				✓			
		Identity	Emotions & Relationships			Identity	Emotions & Relationships		
Community, Citizenship & Environment (CCE)	Humanities: Units as indicated 1 Term each			✓				✓	
				Citizenship Education History	Geography & Environment Science			Citizenship Education History	Geography & Environment Science
Communication & Technologies (CT)	Digital Technologies: Units as indicated 1 Term each	✓				✓			
		Operation	Technical & Social Protocols			Operation	Technical & Social Protocols		
Leisure & Recreation (LR)	The Arts: Units as indicated 1 Term each			✓				✓	
				Media/Digital Arts	Visual Arts			Media/Digital Arts	Visual Arts
Vocational & Transition Activities (VTA)	Work Education: Workplace Skills (all year) Active Volunteering (all year)	✓		✓		✓		✓	
		Workplace Skills				Active Volunteering			
Leisure & Recreation (LR)	Health & Physical Wellbeing: Units as indicated 1 Term each	✓				✓			
		Health	Fair Play			Health	Fair Play		
Vocational & Transition Activities (VTA)	Living Independently: Units as indicated 1 Term each			✓				✓	
				Practical Skills At Home	Practical Skills In The Community			Practical Skills At Home	Practical Skills In The Community

## Senior Secondary

### Academic Courses

Our school offers, under Queensland Curriculum and Assessment Authority (QCAA) accreditation, the following courses:

English	Biology
General Mathematics	Chemistry
Mathematical Methods	Psychology
Ancient History	Modern History
Geography	Japanese

### Applied Courses

Our school offers, under Queensland Curriculum and Assessment Authority Registration (QCAA) accreditation, the following courses:

Essential English	Essential Mathematics
Science in Practice	Social and Community Studies
Business Studies	Information and Communication Technology
Visual Arts in Practice	

### Vocational Education and Training (VET)

Our school offers, under the Australian Standards Quality Authority Registration, the following vocational qualifications:

BSB20120 Certificate II in Workplace Skills
BSB30120 Certificate III in Business
CHC24015 Certificate II in Active Volunteering
ICT20120 Certificate II in Applied Digital Technologies
ICT30120 Certificate III in Information Technology
FSK20119 Certificate II in Skills for Work and Vocational Pathways
CHC30221 Certificate III in School Based Education Support
CUA20720 Certificate II Visual Arts
AHC30122 Certificate III in Agriculture
SIT30122 Certificate III in Tourism

Our school partners in the delivery of VET with community based Registered Training Organisations (RTOs).

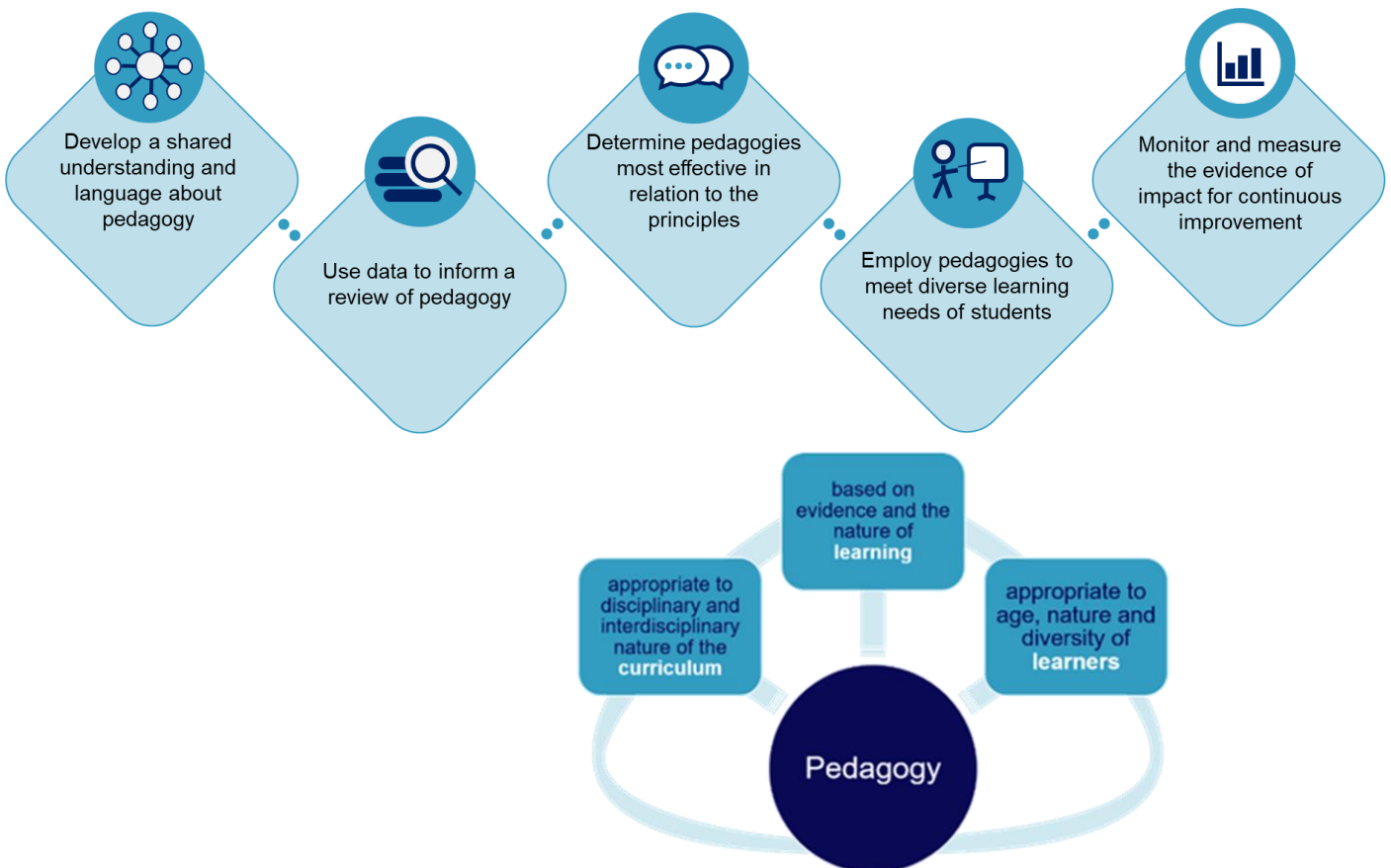
## Learning Framework

Pedagogy is integral to systematic curriculum delivery. A whole school approach to pedagogy is a process for how schools determine, review and monitor how effectively the pedagogies employed are working to support students' achievement, wellbeing and engagement.

School leaders and teachers engage in a series of activities and professional conversations to enact a whole school approach to pedagogy to meet the diverse learning needs of their students.

Teachers differentiate to ensure every student is engaged, challenged and supported to develop knowledge, skills and dispositions.

Our school is currently reviewing our approach and to form a Whole School Pedagogical Approach. We are currently using a Learning Framework that incorporates high impact strategies and these are embedded in our Expected Common Practices.



See the next two pages that outline the School Learning Framework.

## Our Beliefs

Collaboration and Communication	Pathways	Feedback	Inclusion and Differentiation	Wellbeing	Relationships/Connectedness	Active Engagement
We believe that regular and ongoing open collaboration and effective communication amongst and between students, teachers, staff and home tutors is vital for all students to be successful learners	We believe every student is an individual and capable of success as we forge inspirational pathways for our students to become successful and contributive adults in our society	We believe in the importance of clear instruction and quality targeted and timely feedback which values and engages students and their families	We believe in a culture of providing an inclusive education that maximises access and participation in learning through the identification and removal of barriers and the provision of targeted supports, instruction and assessment practices tailored to their diverse learning needs	We believe that student wellbeing can be achieved through positive relationships where each student identifies and engages with their purpose and meaning in life	We believe that fostering students' relationships with their teachers and other students and a connection to their school and community are the foundation of a sense of belonging, learning and improved student outcomes	We believe that active engagement of students and home tutors as partners in their learning and educational journey is fundamental to success

## High Yield Strategies- What works?

Teaching and Learning	Curriculum	Engagement and Wellbeing
Teachers apply a range of pedagogical practices selected with precision and intent to ensure student engagement and enable access to curriculum	Teachers plan engaging learning sequences across the three dimensions of the Australian Curriculum and QCAA Curriculum	Teachers know their students through developing relationships and accessing all available information to inform their teaching
Teachers regularly monitor, review and enact pedagogies to respond to the diverse and changing learning needs of students	Teachers plan for and embed flexible and reasonable adjustments which cater for individual student needs so that they are able to access the intended, enacted and assessed curriculum	Teachers plan intentional and deliberate strategies to target engagement and wellbeing
Teachers effectively apply a range of thinking tools, selected with precision and purpose to foster increased understanding and increasing independence as learners	Teachers plan diagnostic, formative and summative assessment to check for learning and track student progress to provide timely and tailored feedback to students and report to parents at critical junctures	Teachers take an inquiry approach to learning to inspire and create through shared learning experiences

## Expected Common Practices to be evident in lessons- Based on NQR 5Q4 Model

Teaching and Learning- How will I teach this and how will the students learn?	Curriculum- What am I teaching and what are the students learning and why? How well are they learning?	Engagement and Wellbeing – How do we know that our students are ready to learn and continually engage
Anticipatory Set- Getting students ready, inspired and excited to learn	Learning Intentions and Success Criteria- co-explained by students	Know your student
Explicit Teaching of knowledge and skills- Modelling, guided and independent practice	Activate Prior Knowledge and make connections to other learning	Positive behaviour strategies- ESCM
Scaffolding	Contextualise and connect the learning to the students' lived experiences	High expectations of active engagement communicated
Multiple opportunities and variety of learning experiences	Checking for learning at every stage of the lesson – targeted questioning	Home tutor engagement
Clear transitioning between activities	Collect evidence of student work	Share information to and between students with interests with permission
Think Aloud- eg:3-2-1 Bridge	Explicit link to work rate calendar and assessment and achievement standards	Consistent and fair practices
21 <sup>st</sup> Century Skills including Critical Thinking	Planned, enacted, experienced and assessed curriculum are aligned	Where linked to curriculum promotion of positive healthy lifestyle choices
Visual and multi-modal presentation, screen sharing, whiteboards, break-out rooms	Targeted and timely feedback on how to improve students learning	Active engaging activities
Inclusion- Adjustments are made to ensure equal access to the curriculum	Lesson closure- how well did they learn and link back to Success Criteria- Exit Ticket, rubric or scale of how well they thought they learned	Welcoming and use of names, acknowledgement
Cater for individual needs through differentiation	Connection to the next lesson and future learning	Cameras on
Apply learning to other situations and contexts	Targeted discussion and explanation of cognitive verbs	Acknowledge effort and success- celebrate
Linear progression of knowledge and skills	Specific targeting of literacy skills from the Literacy Continuum	Explicit teaching of behaviour expectations and revisited regularly
Using full variety of Qlearn and Collaborate Ultra digital tools		Building relationships

## Planning for success

Teaching and Learning	Curriculum	Engagement and Wellbeing
How will I demonstrate new knowledge, concepts and skills	Three Levels of Planning	Class and Individual Student Data
How will I teach students to collaborate	Curriculum Assessment and Reporting Plan (CARP) and Curriculum and Reporting Framework (CARF)	How will I engage students in this lesson
How will I grab student's attention	Pre-planning of units and assessment	Who am I teaching and what are their needs
What learning activities will I use	Start with the end in mind- backward mapping from the assessment item	What inspires or hooks them in to want to learn
Planning and recording of reasonable adjustments- NCCD	UDL approach to embed adjustments into unit and lesson planning	How will I build class relationships
How will I get them to practice as a group and individually	Pre-moderation, After, After, End moderation	Which of my students are struggling and what can I do
Preparation of worked examples	Learning Walls	Do I know what works for this student
	How will I get students to reflect on their learning	Have I made contact with the home tutor this week/fortnight/month

## Resources to help

Teaching and Learning	Curriculum	Engagement and Wellbeing
Universal Design for Learning	Cognitive Verbs in the Australian Curriculum- QCAA	Essential Skills for Classroom Management
5Q4 Model	Strategies for retaining and recalling information for assessment QCAA toolkit	Student Wellbeing Framework
Maker Model for Adjustments	Australian Curriculum	OneSchool- contacts, Supports
Teach Like a Champion	QCAA Senior Curriculum	SOAR
Impact Pedagogical Model	Whole School CARF- Curriculum Reporting and Assessment Framework	Attendance Data
Distance Learning Playbook	Curriculum Gateway	Guidance Officer Referral Process
Vygotsky's Zones of Proximal Development / Age Appropriate Technologies	Achievement Standards	Student Protection Training
NCCD	QCAA	Every Aboriginal and Torres Strait Islander Student Succeeding Plan
Visible Learning for Teachers- Maximizing Impact on Learning (John Hattie)	Literacy Continuum	Positive Behaviour for Learning Framework
Visible Learning Into Action: International Case Studies of Impact (John Hattie, Deb Masters, Kate Birch)	Metacognitive Question Banks	Parent and Community Engagement Framework
Disability Policy inc DDA, Inclusive Education Policy Statement	Whole School Assessment Policy and AARA Policy	Respectful Relationships Education Program
Every Student with a Disability Succeeding Plan	ISMGS and GTMJs	
	General Capabilities and Cross-Curricula Priorities	

## Our School

Charters Towers School of Distance Education provides a P-12 education to students who are:

- home-based by choice (children travelling within Australia and overseas and School-Based students) or
- home-based by limited choice (Geographically isolated, Medical, Itinerant Lifestyle, Excluded, Carer)

Students are required to participate in the learning program offered by the school. Our learning program is based on:

- Independent Learning Materials based on the Australian Curriculum and QCAA Senior Syllabuses and VET. Independent Learning Materials are supported by texts as determined by the school AND
- Expected synchronous attendance at on-line lessons or asynchronous attendance (through viewing of recorded lessons).

## Learning Management System

"QLearn is the (Education) department's new digital learning management system for student learning, replacing The Learning Place (eLearn/Blackboard) and integrating multiple systems. QLearn will be... available to all schools for student learning in Term 1, 2023." <https://education.qld.gov.au/curriculum/qlearn>

At Charters Towers School of Distance Education, we will use QLearn to:

- Setup, access, record and run online lessons and training sessions through Collaborate Ultra
- Regularly communicate with students and home tutors
- Share curriculum materials, supportive resources and other relevant information
- Distribute, collect, mark and provide feedback on student work
- Engage students with interactive tools and external links to educational websites

## Digital Pedagogies

QLearn Tools P-12	Collaborate Ultra Tools	P-6	7-9	10-12
<ul style="list-style-type: none"> <li>- add an image, key word or question prompt to class resources page</li> <li>- create a discussion &amp; add a question or instruction to inspire students to engage, students to reply and post their response</li> <li>- make course/class announcements about upcoming topics, items of interest, school events</li> <li>- create a quiz: pre-test, getting-to-know-you, checking for understanding, post-test, comprehension, etc.</li> <li>- Embed links to external sites in courses/class resources so students can access them easily</li> </ul>	<ul style="list-style-type: none"> <li>- application share a relevant video or website</li> <li>- invite a guest speaker to the session</li> <li>- share a slide with a prompt, image, key words, question/s, sound</li> <li>- turn on webcams &amp; ask questions</li> <li>- turn on chatroom &amp; write questions</li> </ul>	Sound Waves PM Collection Think Mentals Mushka- LSP Literacy Planet IXL- Extension	Decodables Online P-1 iMaths Collaborate Ultra IXL Maths Adobe Acrobat DC MS Word MS PowerPoint MS OneNote	Maths Online Education Perfect Clickview Collaborate Ultra IXL Maths Adobe Acrobat DC MS Word MS PowerPoint MS OneNote

## Role of Home Tutors

Home Tutors provide guidance and supervision with a gradual release of responsibility in Junior Secondary. This includes ensuring attendance at lessons or watching recordings, following the work rate calendar and independent learning materials and ensuring return of work as required by the teacher. Home Tutors support the work of the teacher through regular communication and particularly as an equal partner in ensuring commitment to reasonable adjustments.



## Overview

Assessment is the process of gathering information from sources clearly aligned to the objectives of our school's accepted curriculum, in order to understand what our learners know, understand and can apply in a range of situations as a result of their learning experiences.

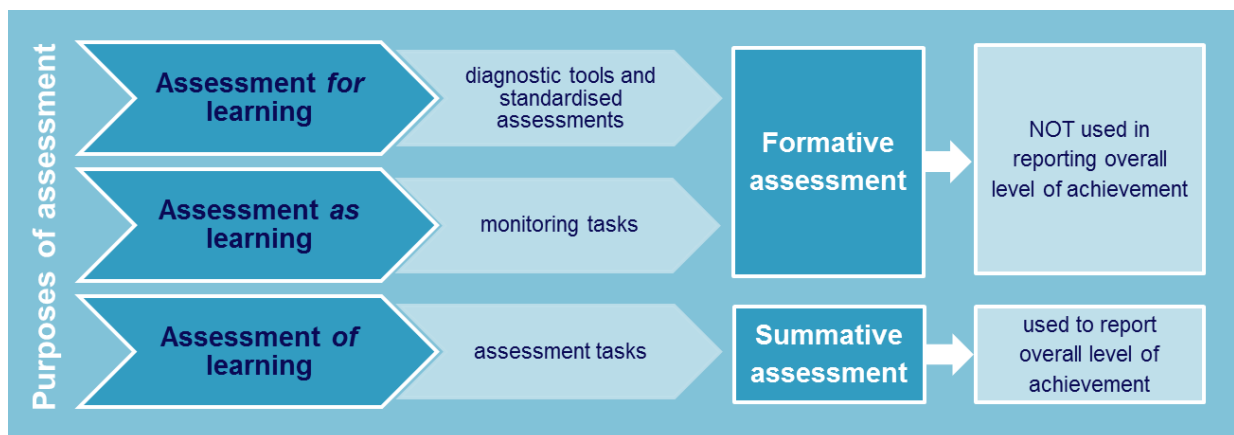
Our curriculum comes from a variety of endorsed sources:

- Australian Curriculum P-10 (Ver 8 and Ver 9)
- National Training Packages (ASQA)
- Senior School Syllabuses - Queensland Curriculum and Assessment Authority (QCAA)

Our assessment process also provides empirical data to refine our learning programs and to enhance future student learning.

There are three core underpinning principles of our school's assessment process:

- Assessment must provide information about where the learner is in their learning journey and inform teachers/tutors about future opportunities. Relationships play a vital role in learning and development, and the assessment process must build the relationship not threaten it.
- Assessment should build positive attitudes in the learner by making the judgement criteria transparent, enabling the learner to see what they have achieved and to chart their own future progress. Feedback and assisted reflection are important components of continued learning.
- Approaches to assessment should maximise collaboration and sharing of knowledge between teachers, tutors and learners.



## Monitoring Tasks



This form of assessment occurs in both formal and informal ways across the learning continuum. Formative assessments are powerful agents of learning if accompanied by effective feedback.

## Summative Assessment

These are, for the most part, formal assessment tools that provide evidence of the learners' mastery of knowledge, attainment of skills and applications of both at a certain point in time. These assessments endeavour to provide evidence that measures what the learner has achieved against the achievement standards of the respective syllabus.

### Qualities of Effective Summative Assessment Tasks

The formation or refinement of assessment tasks must ensure:

- a direct alignment between what is assessed and what is the required learning outcome
- it is explicit about what is required or what is sought in the task
- it is provided with a clear and explicit assessment rubric (Matrix or GTMJ)
- it provides opportunities for the full range of students to be challenged.

### Marking Guide

A Marking Guide is a generic name for the set of criteria used to evaluate learner performance within an assessment task. These provide a way to inform teachers, tutors and students of what is required to be known, the standard that is expected in each rating and the clear scope and quality of work that a learner may endeavour to achieve.

For more information on the school's Assessment Policy please go to [Assessment Policy 2024](#).



## Overview

Reporting processes build the school-parent partnership and communicate understandings about:

- the learning expectations for the student
- the student's achievement against the relevant standard
- how well the student is engaging with the expected learning
- how the student may be able to improve.

Teachers make standards-based judgments to award an overall level of achievement against the relevant Australian Curriculum achievement standard using the student assessment folio at the end of each reporting period.

The relevant achievement standard for each learning area and/or subject in each year or band from Prep to Year 10 describes expectations about student performance at the C standard. A five-point scale is used for reporting on overall levels of achievement and acknowledges the range of performance against the relevant achievement standards for each learning area and/or subject.

**Before teachers can make a judgment**, they need to consult the student assessment folios. An assessment folio contains student responses to summative assessment that gathers evidence of student work against the relevant achievement standard and the selected assessable elements.

**Teachers make an on-balance judgment** about student performance using the information captured in the student assessment folio. They consider the patterns of evidence demonstrated in student work against the relevant achievement standard and related assessable elements to determine a level of achievement.

**Where there is uneven student performance** across the assessment tasks, an on-balance judgment is based on patterns of evidence demonstrated in student work included in the folio against the relevant achievement standard.

Sometimes uneven performance is related to the assessment technique, type of text, mode and/or conditions. Teachers use this data to inform future steps in teaching and learning

Moderation processes supports teachers to make an on-balance judgment for reporting on the overall level of achievement to parents at the end of each reporting period.

## Reporting Schedule

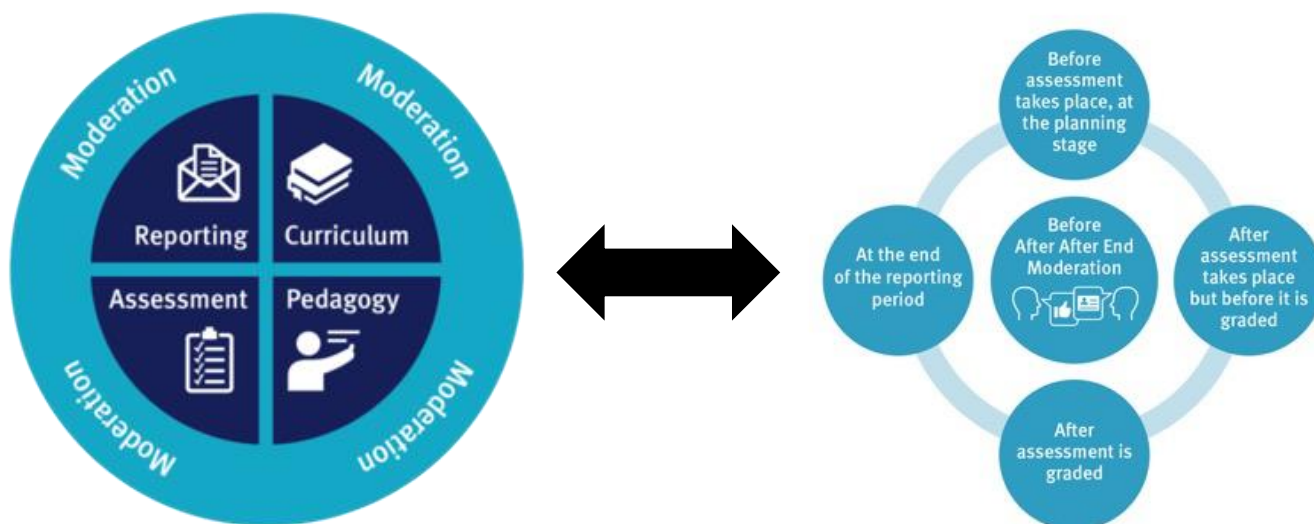
The reporting Schedule is as follows;

- Term 1 - Interim report
- Term 2 - Semester 1 report
- Term 3 - no report
- Term 4 - Semester 2 report

# Moderation

## Overview

CTSDE has developed and maintains a whole-school approach to moderation to align our curriculum, pedagogy, assessment and reporting; and to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards. Our moderation practice is a cyclical process involving every unit of work for every year level.



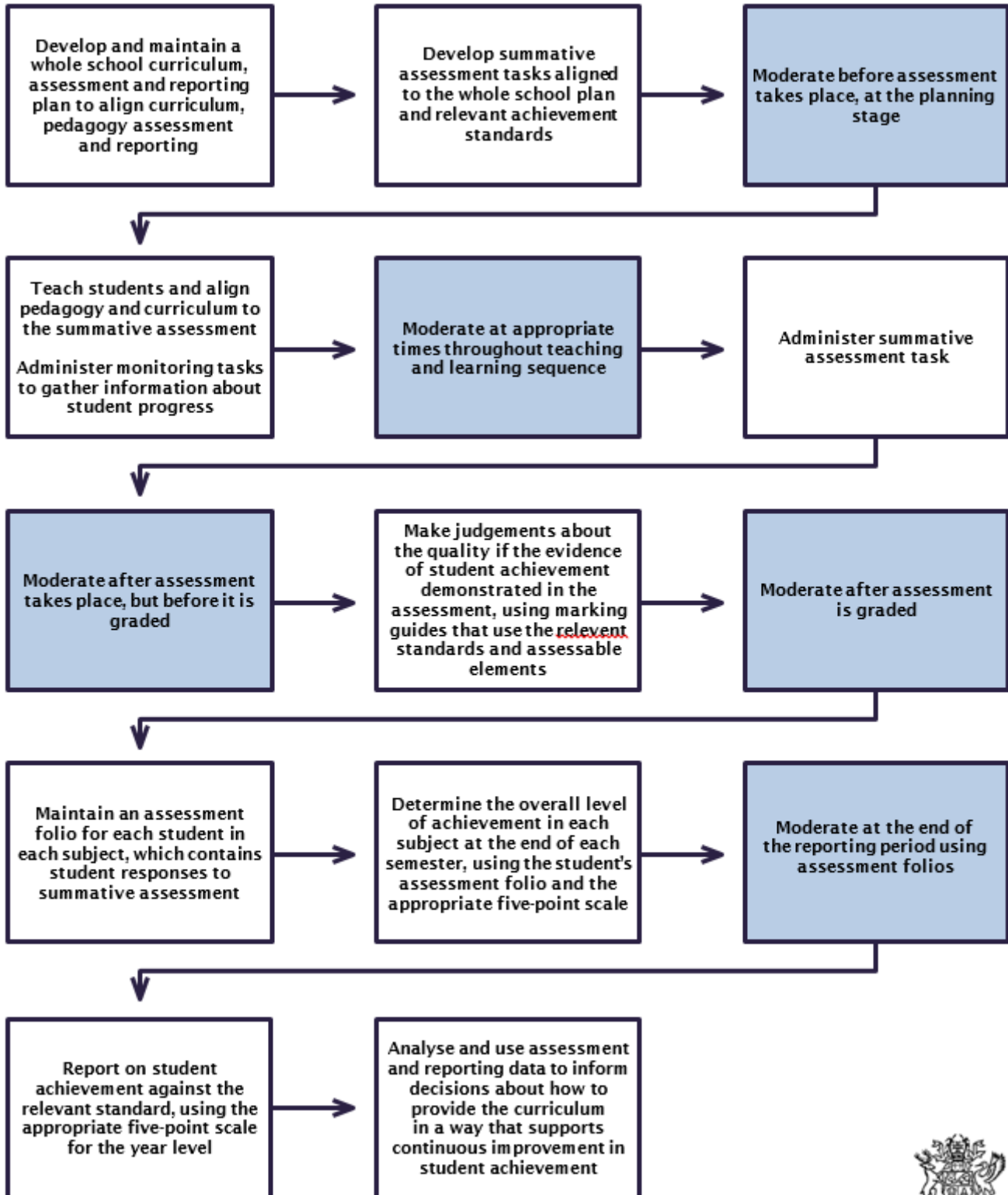
Our staff have opportunities to engage in moderation processes internally and externally with Charters Towers Cluster Schools at least once per semester.

Senior school follows QCAA moderation processes.

See next page for flow chart of Moderation Flowchart.

# Moderation

## Whole School Moderation Process Flowchart



# Distance

