REDCLIFFE SHS
School Curriculum, Assessment and Reporting plan
2014
### Redcliffe State High School – 2014

**School information and data**

<table>
<thead>
<tr>
<th>Total enrolments</th>
<th>1210</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year levels</strong></td>
<td>Year 8, Year 9, Year 10 Australian Curriculum – Maths Science, English, History and Geography. QCAR for all other subjects in Years 8-10 Year 11 &amp; 12 Queensland Studies Authority for Authority subjects, SASs and VET</td>
</tr>
<tr>
<td><strong>Student information</strong></td>
<td>% males: 53.9% % Indigenous students: 5.9% % females: 46.1% % students with disabilities: 5.7%</td>
</tr>
<tr>
<td><strong>Staff information</strong></td>
<td>Number of teaching staff: 91 Number of non-teaching staff: 37</td>
</tr>
</tbody>
</table>

**Systemic priorities**
The top priorities for 2014 are:
- Strengthening partnerships with parent, school and communities to improve student outcomes.
- Great Teachers=Great Schools ASOT (TAST) PLCs
- Core Learning Priorities: reading, writing (including spelling, grammar and punctuation), numeracy
- Improve Student Outcomes: Success Team: all above National NMS + focus on Reading Numeracy & U2B
- Closing the Gap – the attendance and outcomes of Indigenous
- Everyday Counts - the attendance of all students

**School-based priorities**
Our priorities for 2014 are:
- Literacy/Numeracy Improvement specific to Year 9 NAPLAN results – Linked to Success Team strategies. Focus Reading, Spelling, Numeracy & U2B
- Transforming School Culture to maximise student performance to allow for Professional Learning Communities (PLCs) in every faculty to concentrate on improving student outcomes
- Ensuring Moderation and Feedback is a priority
- Closing the Gap: specific to attendance improvement and academic improvement
- Pedagogical Framework: *The Art and Science of Teaching (TAST)*
- Data and Assessment: Using OneSchool specific data to individualise specific learning targets for every student through Differentiation
- Using OneSchool for Assessment Planners, Unit Planning and Class Markbooks

**Sources for gathering information and data**

**Systemic**
- NAPLAN
- OneSchool

**School-based**
- A-E Achievement Data
- Classroom Assessment- Formative & Summative
- OneSchool -Dashboard

**RSHS Plans and Policies used for implementing this Whole School Curriculum, Assessment and Reporting Plan**
- Strategic Plan
- Annual Implementation Plan/Faculty Implementation plan
- Professional Development Plan
- TDSS (Teacher development Support and Supervision)
- PLCs Professional Learning Communities
- Professional Standards for Teachers
- Literacy and Numeracy Plan Success team Plan
- NAPLAN Action Plan
- Marzano- The Art and Science of Teaching for all Pedagogy
- Tast Bud Meeting
- TASTi Targets
- SABER Learning
- QCAR Alignment Planners
- National Curriculum Plan Units and C2C Unit plans
- One School Assessment Planners
- QSA Syllabi, Work Programs and Study Plans
- Excellence Programs
- National Vocational Education
- SET Planning
- RSHS Assessment Policy
- RSHS Moderation Policy
- RSHS Feedback Policy
- Reporting
- Learning Literacy Document
- Internal and external Moderation
- Common Curriculum Elements
Our school community caters for a diverse range of students from different cultural, ethnic and socio-economic backgrounds. We believe that all students can learn and we design learning experiences to allow students to achieve success. We accept responsibility for enhancing student outcomes, monitoring achievement and ensuring that learning occurs within our pedagogical framework. Positive and productive relationships form the foundation of our supportive learning environment, our processes and our structures.

We aim to provide a remarkable range of academic, sporting and cultural opportunities so that students can achieve our vision of ‘Soaring Above and Beyond Expectations’ at Redcliffe SHS (SABER) and celebrate their successes. Our school values support the vision, we value:

**Soaring**

*When we are ‘soaring’, we are:*

- Self-directed and committed learners
- Obtaining excellent outcomes
- Achieving with enthusiasm
- Reflecting upon the big picture using knowledge

**Beyond**

*When we go ‘beyond’, we:*

- Become involved in extra curricula activities
- Extend our own ability
- Yield excellent outcomes
- Overtly set and achieve higher goals
- Naturally show initiative
- Do our best in all spheres

**Redcliffe SHS**

*Redcliffe SHS students and staff will:*

- Relate positively and productively with others
- Exhibit enthusiastic, passionate and hardworking approaches
- Demonstrate pride in one’s self and our school
- Consistently model high behaviour standards
- Learn in the world-wide community
- Improve the school’s reputation in the community
- Find ways to actively participate
- Form positive work habits to achieve potential
- Expect ‘greatness’ from everyone.

**Above**

*To function at an ‘above’ level, we:*

- Always strive to reach potential
- Balance creative approaches with purpose driven work
- Optimistically set and aim to achieve academic goals
- Value and take advantage of opportunities
- Engage meaningfully in learning

**Expectations**

*Parents, students and staff ‘expect’ everyone to:*

- Exhibit truth, honesty and integrity
- eXpect and complete all homework
- Positively respond to feedback
- Expect and seek help
- Consistently be well mannered, punctual and prepared
- Tidily wear the correct uniform
What are our future goals for teaching and learning?
Redcliffe State High School is strongly focussed upon improving student learning. All of our teaching staff (Teachers, Heads of Department, Head of Special Education Services, Deputy Principals and Principal) will encourage educational achievement by making pedagogical quality the top priority for our school – ‘The Art and Science of Teaching’ – Robert Marzano is our pedagogical framework. (TAST)

Pedagogy is an inclusive view of all aspects of teaching, not simply instruction. Pedagogy is student centred and focuses on student-teacher relationships, what is learned, how and why. It encompasses the conscious and unconscious decisions made by the classroom leader about how they motivate others and facilitate a culture focussed on learning, based around the three aspects of:
- Use of Effective Instruction
- Use of Effective Management Strategies and
- Use of Effective Classroom Design strategies.

### What are we doing and will continue doing to improve teaching and learning?

<table>
<thead>
<tr>
<th>Pedagogy focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals track progress and celebrate success. Interact with new knowledge.</td>
</tr>
<tr>
<td>Practicing and deepening understanding of new knowledge.</td>
</tr>
<tr>
<td>Generating and testing hypothesis about new knowledge.</td>
</tr>
<tr>
<td>Student engagement.</td>
</tr>
<tr>
<td>Establishing rules and maintain classroom rules and procedures.</td>
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<tr>
<td>Adherence to rules and procedures.</td>
</tr>
<tr>
<td>Effective relationships with students.</td>
</tr>
<tr>
<td>Communicate high expectations.</td>
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<tr>
<td>Develop effective lessons organized into a cohesive unit.</td>
</tr>
<tr>
<td>Teaching expertise to support pedagogy focus:</td>
</tr>
<tr>
<td>Teachers learn best when they:</td>
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<tr>
<td>can concentrate on instruction and student outcomes in the context of their own teaching</td>
</tr>
<tr>
<td>have sustained opportunities to study, experiment and receive helpful feedback on specific innovations.</td>
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<tr>
<td>collaborate with peers both within and outside the school to gain further expertise.</td>
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<tr>
<td>influence over the substance and process of professional learning</td>
</tr>
<tr>
<td>Catering for all learners:</td>
</tr>
<tr>
<td>Differentiation through data analysis</td>
</tr>
<tr>
<td>Streamed classes in some areas</td>
</tr>
<tr>
<td>Literacy classes in years 8 and 9</td>
</tr>
<tr>
<td>Adjustments to assessment for all years when applicable</td>
</tr>
<tr>
<td>SABER Lit/Num focus for classes</td>
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</tbody>
</table>

### What are we doing and will continue doing to build staff capacity through continuing professional development?

<table>
<thead>
<tr>
<th>School leaders:</th>
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</thead>
<tbody>
<tr>
<td>Building Capacity Plan for all teaching staff (support staff utilise a different format)</td>
</tr>
<tr>
<td>Professional Readings and activities with staff</td>
</tr>
<tr>
<td>Monitor Outcomes</td>
</tr>
<tr>
<td>Teamwork within faculties, focussing on support, pedagogy and professional practice</td>
</tr>
<tr>
<td>Improve ICT skills of all staff</td>
</tr>
<tr>
<td>Improving professional skills through Mentoring/Observation program, evaluation practices, support and sharing processes and coaching.</td>
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<tr>
<td>Supportive supervision process by SLT</td>
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</tbody>
</table>

### What are we doing and will continue doing to manage our resources effectively.

<table>
<thead>
<tr>
<th>Human resources:</th>
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<tbody>
<tr>
<td>Building Capacity</td>
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<tr>
<td>Team teaching</td>
</tr>
<tr>
<td>Introducing PLCs</td>
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<tr>
<td>TAST Experts</td>
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<tr>
<td>Supervision and mentoring process</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Financial resources:</th>
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<tbody>
<tr>
<td>PD Budget for TAST training all staff</td>
</tr>
<tr>
<td>Great Results Guarantee Funding</td>
</tr>
<tr>
<td>Literacy Budget for Literacy and Numeracy improvement – Success teams E.g. Unify Project for Year 9 or U2B –Writing enhancement</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Physical resources:</th>
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</thead>
<tbody>
<tr>
<td>Classrooms with Electronic boards</td>
</tr>
<tr>
<td>Shared teaching environments</td>
</tr>
<tr>
<td>Wireless and laptop use for all classrooms</td>
</tr>
<tr>
<td>Purchase resources to support TAST</td>
</tr>
<tr>
<td>Introduction of Screens for daily notices, important information specific to school and faculties</td>
</tr>
<tr>
<td>QR reader codes (for staff and students) for daily notices and links in diary to important docs Eg. Assessment Policy</td>
</tr>
</tbody>
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<tr>
<th>Parent engagement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform through Newsletters, information nights emails and reporting</td>
</tr>
<tr>
<td>Text Message System</td>
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<tr>
<td>Mail outs</td>
</tr>
<tr>
<td>Specific hints to assist with reading, spelling and numeracy as newsletter articles</td>
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<tr>
<th>Parents and Friends/Citizens Association:</th>
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<tbody>
<tr>
<td>Monthly reports from the admin team</td>
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<table>
<thead>
<tr>
<th>Community links:</th>
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</thead>
<tbody>
<tr>
<td>Community Newsletter (mailbox drop)</td>
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<tr>
<td>Attend Community Meeting</td>
</tr>
<tr>
<td>Links with a range of community organisations: Youthspace, Worklinks, YMCA School, Lions Central</td>
</tr>
<tr>
<td>Attend and participate in community events ANZAC Day March, Youth Council etc.</td>
</tr>
<tr>
<td>Performance by school choir and bands at numerous community events.</td>
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G:\Coredata\Office\Sch Mngmnt\Procedures\Website\web site up dates\Whole-school-curriculum-plan.doc 4
Our School Curriculum Structure – An Introduction

The curriculum at Redcliffe State High School is organised Department Education Training and Employment (DETE) P-12 Curriculum Framework and in 2014 delivers the national curriculum in English, Mathematics, Science and History to Years 8-10, the Queensland Curriculum, Assessment and Reporting Framework in the other Key Learning Areas and Queensland Studies Authorities Syllabi in Years 11 and 12.

The curriculum is informed by the DETE Roadmap for P-10 curriculum, teaching assessment and reporting and United in Pursuit of Excellence. Emphasis across all curriculum areas, especially in year 8 and 9, is placed on improving Literacy and Numeracy. This is inline with the Great teacher, Great results Guarantee.

The Redcliffe SHS Curriculum Plan 2014 outlines the school’s vision, goals organisation and key features of the intended curriculum. It is a dynamic document in order to be responsive to accommodate the dynamic nature of curriculum, learning, assessment and reporting on a national, state and local basis.

As stated on page 3 our Pedagogical Framework is based on the work of Robert Marzano and The Art and Science of Teaching and provides for shared language and a thoroughly consistent and effective approach to teaching across the whole school.

If the first 4 pages of this document are read in their entirety it is clear through the Redcliffe State High School Vision, Soaring above and Beyond Expectations (which is at the core of our Statement of Intent) and our intended goals for teaching and learning then our Curriculum Philosophy provides a foundation for harnessing our energy into a first class basis for learning for each and every one of our students.

REDCLIFFE STATE HIGH SCHOOL  Curriculum Organisation Overview 2014

8 English (3 Lessons per week)  Mathematics (3 lessons per week)  Science (3 lessons per week --includes MAX 5 lesson allocation)  SOSE (3 lessons History, Geography)  Physical Education (2 lessons per week)  - (1 lesson per week - includes ITD, Hospitality & IT)  The Arts (2 lessons per week over the whole year: Art, Drama, Media and Music)  Japanese (2 lessons per week)  Literacy classes (LGS) for those below NAPLAN NMS  NAPLAN-MAX = ¾ lesson per week or 1 per fortnight in Science  Sport (1 lesson per week)

9 English (3 Lessons per week)  Mathematics (3 lessons per week)  Science (3 lessons per week)  History (3 lessons per week)  Physical Education (3 Lessons per week)  (Includes RL Excellence – on application)  Select 3 Electives to be studied 2 lessons per week The Arts, Business Studies, Hospitality, Information Communication & Technology, Japanese, Technology & Design Application only: Accelerated Music Program, School of Excellence – Drama, School of Excellence – Visual Art  NAPLAN-MAX (Integrated in History)  Sport (1 lesson per week)

10 English (3 Lessons per week)  Mathematics (3 lessons per week)  Science Sem 1 (3 lessons per week)  History (3 lessons per week)  Bridging to Senior Sem 2 (3 lessons per week)  Bridging to Senior Sem 2 (3 lessons per week)  Semester II: – Select two subjects and study each for 3 lessons per week. Bridging to Senior Accounting, Business Communication & Technologies, Information Technology Systems, Legal Studies/Geography, Recreation Short Course, Health & PE, Hospitality, Technology, Industrial Engineering, Cert 1 Furnishing, Computer Aided Design, Mathematics, Visual Art, Drama, Film & TV, History, Economics, SCS-Child Care, Japanese, Work Experience (ILC students) Excellence: Rugby League, Visual Art, Drama, Music, Semester II: – Select 4 subjects as above but with minor changes to some subjects + Core, Math B, Math C, Physics, Chemistry, Biology, Lab Skills, Ancient History, Modern History, Geography, Legal Studies, Childcare, Social & Community Studies Cert I Business & IT  Pathways (1 lesson per week)  Pastoral Care/SET Planning  Sport (1 lesson per week)

11 English/English Communication (3 Lessons per week)  Mathematics A  Mathematics B  Mathematics C  Pre Vocational Maths (3 lessons per week) (not Compulsory however 1 semester must be undertaken for student to obtain QCE numeracy)  Select four subjects and study each for 3 lessons per week over 4 semesters.  AUTHORITY SUBJECTS Accounting, Ancient History, Biology, Business Communication and Technologies, Chemistry, Drama, Engineering Technology, English, Film, Television & New Media, Geography, Information technology Systems, Japanese, Legal Studies, Mathematics A, Mathematics B, Mathematics C, Modern History, Music, Physical Education, Physics, Visual Art  AUTHORITY REGISTERED SUBJECTS English Communication, Furnishing Studies, Hospitality Practices, Creative Arts – Media, Creative Arts-Multi Arts, Creative Arts-Visual Arts, Recreation, Pre-vocational Mathematics, Social & Community Studies. VOCATIONAL/CERTIFICATE SUBJECTS Business Cert I, Community Services (Childcare) Cert II, Construction Cert I, Engineering Cert I, Hospitality Cert II, Information, Digital Media & Technology Cert II, Laboratory Skills Cert II, Live Production Theatre & Events – Model & Prop Making Cert II, Live Production Theatre & Events – Sound & Lighting Cert II & Fitness Cert III  Pathways Pastoral Care/QCS (1 lesson per week) - Aligned to English  Sport (1 lesson per week) -5 OP or more have home study option

12 English/English Communication (3 Lessons per week)  Mathematics A  Mathematics B  Mathematics C  Pre Vocational (3 lessons per week) as per Yr 11  Others-Application Only Engineering-UC Engine ReddiEngineers Program TAFE in Schools Programs Skills Tech School Based Traineeships & Apprenticeships School of Distant Education  Pathways (1 less per week)  Pastoral Care OR QCS  Sport (1 lesson per week) -All - Home study option

Elective Subjects. Note: Subjects will not be offered if class numbers are not large enough.
MAX= Maximising literacy and Numeracy Improvement and is directly linked to NAPLAN
JUNIOR SECONDARY (Years 8 and 9)

As of January 2014 all students will study the Australian Curriculum in Maths, Science, English, History & Geography. The other Learning areas are prescribed through EQ's Key Learning Areas: Health and Physical Education, The Arts, Technology and Languages Other Than English (LOTE).

Teachers will embark on implementing the Australian Curriculum and access units and resources developed in C2C (Curriculum to Classroom) on the Education Queensland Website for the Core Learning Areas. Learning experiences around the ‘Essential Learnings’ for all other KLA subjects will continue. Students are also prepared for the Literacy, Numeracy Tasks that occur during Year 9 as MAX and the NAPLAN Tests held in May for each Year 9 cohort.

Excellence Programs

Year 8 students will be selected for the Excellence Programs (Rugby League) Performing Arts (Music/Drama and Visual Arts) & SOSE based on their performance against selection criteria. Students entering the school have to apply for a place within these Excellence Programs.

Students who wish to join the school’s accelerated Mathematics & Science class (MSEP) or the Accelerated Music Program (AMP) in Year 8 will also have to complete an application form.

For the Maths Science Excellence Program students in their application must demonstrate high levels of achievement and interest in Mathematics and Science.

Year 7 students who demonstrate aptitude in music will be offered a place in the Accelerated Music Program (AMP). This program is offered as an elective instead of Japanese. Students in the AMP program will be expected to participate in the school’s stage band.

Selection workshops are held in the year prior to entry into Year 8.

Students in these programs and others who apply can continue in these programs in Year 9 & 10.

SENIOR SECONDARY (Years 10, 11 and 12)

The Senior Phase of Learning Curriculum covers Years 10, 11 and 12. The vision for students completing Year 12 is that students will be awarded a Senior Statement and have achieved a Queensland Certificate Education QCE, an OP that will gain them a place in Tertiary Study and/or also achieve one or more VET Certificates and/or traineeships.

To achieve this vision the Curriculum in the Senior Phase of Learning offers a number of different pathways for students. This is to cater for the different learning styles, abilities and needs of students.

Year 10 Curriculum

At Redcliffe State High, Year 10 is the transition into the senior phase of learning year. Students are given opportunities to consolidate and to extend their knowledge and skills in preparation for the two year course of study which may culminate in the Queensland Certificate of Education award. We support students to make the best possible choices to improve life chances. These choices may include staying on at school, or entering into vocational education and training or full-time work.

To provide greater opportunities in Year 10 and to ease the transition into senior school or training or work (the Senior Phase of Learning), students will develop Senior Education and Training Plans (SETPs). These are individual plans which build on strengths and interests and identify areas where more work is needed. There is an extra lesson included on their English Line for this Pathways experience.

The SETP will be developed collaboratively by the student, their parent or caregiver and the school. Students will be registered with the QSA so that the school or training provider can better monitor students’ progress and achievements after Year 10. The process of developing students’ SETPs will begin in Pathways lessons in Term 1 with students completing online SET plans and validating their plans at a parent night in August.

The concept of the Year 10 transition year allows for both consolidation and extension.

The curriculum is organised according to the following structure:

- Junior Secondary The Year 8 – 9 curriculum is based on Key Learning Areas and essential learnings and from the Australian Curriculum.
- Transition Year 10 consolidation and preparation for Senior pathways (school subjects, VET certificate options, and School-based traineeships and apprenticeships and can begin in Semester II).Year 10 Science, Maths, History and English will be based on the Australian Curriculum.

Core

The core curriculum for Year 10 will consist of English, Mathematics, Science and History in Semester one and English and Maths in Semester two.

In English, students will have the opportunity to demonstrate their ability to achieve successfully in Authority English in Years 11 and 12. Students who do not demonstrate this ability are strongly urged to select English Communication in Years 11 and 12. Selecting the correct strand of English for Years 11 and 12 from the student’s ability as demonstrated in Year 10 will minimize subject changes in the senior years and increased the likelihood of achieving a Queensland Certificate of Education.

In Maths, students will follow the units from the Australian Curriculum. Students will be expected to successfully complete a semester unit of Mathematics in Year 11 to attain their Numeracy requirements for the QCE.

Science will be compulsory for all students in semester 1 only. Semester 1 Science is taken form the Australian Curriculum. Students who wish to continue a study of science in second semester will study Bridging to Physics, Bridging to Chemistry, Bridging to Biology and/or Bridging to Engineering.

History will be compulsory for all students in Semester 1 only. Semester 1 History is taken from the Australian Curriculum as of 2014. Students who wish to continue a study of a Social Science subject in Semester 2 will choose one or more of the following: Bridging to Modern History, Bridging to Ancient History, Bridging to Legal Studies and/or Geography, Bridging to Childcare, Bridging to Social Community Studies as Electives.
Elective Options

Students will complete their Core course of study in Year 10 and by selecting a number of elective options. In Semester 1, students will complete their core subjects and select two subjects from a range of subject options, that they think they will need for their future career, that they do well in and that they enjoy. This is an opportunity for students to check that these subjects are indeed the subjects that they will select in Years 11 and 12. In this way, students are able to check out subjects before they enter Years 11 and 12 and thus reduce subject changes in the senior years. Students also determine if they are capable of achieving in Authority subjects or whether Authority Registered subjects would be better for them. This will minimize subject changes in the senior years and increase the likelihood of students achieving a Queensland Certificate of Education.

In Semester 2, students are free to re-choose four elective subjects. Most of the subjects in semester two are bridging subjects that prepare students for Years 11 and 12. Students are also able to start Work Experience and given opportunities to gain Apprenticeships and Traineeships as well as enrol in TAFE and Short Courses.

Year 11 & 12 Curriculum

Redcliffe State High School has a diverse range of subjects that can be studied in Years 11 and 12. This is in part a function of our size, but also a product of our commitment to meeting the learning needs of a diverse student population with different strengths, areas of interest and future aspirations.

All Year 11 and 12 students study an English subject and a Mathematics subject. They also choose four other subjects from a range of Authority subjects and other subjects, as described below. This takes the total number of subjects studied to six.

The Queensland Studies Authority governs both the Authority and Authority-Registered subjects. In order to be eligible for an Overall Position (OP), students must undertake at least five Authority subjects over two years, thus they may include one Authority-Registered subject in their total of six, and still be OP-eligible.

Authority Subjects

The Authority subjects that count towards an OP which are currently offered at Redcliffe State High are:

- Accounting
- Ancient History
- Biological Science
- Business Communication Technologies
- Chemistry
- Drama
- Economics
- Engineering Technology
- English
- Film, Television and New Media
- Geography
- Graphics
- Information Technology Systems
- Japanese
- Legal Studies
- Mathematics A
- Mathematics B
- Mathematics C
- Modern History
- Music
- Music Extension (Year 12 only)
- Physical Education
- Physics
- Technology Studies
- Visual Arts

Authority-Registered Subjects

Authority-Registered subjects have a more practical orientation than do the Authority subjects. Authority-Registered subjects may also allow students to attain concurrent TAFE qualifications. These subjects do not count towards an OP.

The Authority-Registered subjects currently offered are:

- Creative Arts – Multi Arts
- Creative Arts - Media
- Creative Arts - Visual Art
- English Communication
- Furnishing
- Hospitality
- Social & Community Studies
- Prevocational Mathematics
- Recreation Studies - General

**VOCATIONAL/CERTIFICATE SUBJECTS**
- Business Cert II
- Community Services (Childcare) Cert II
- Construction Cert I
- Furnishing Cert 1 (Yr 10)
- Engineering Cert I
- Hospitality Cert II
- Information, Digital Media & Technology Cert II
- Laboratory Skills Cert II into Cert III in Year 12
- Live Production Theatre & Events – Model & Prop Making Cert II
- Live Production Theatre & Events – Sound & Lighting Cert II
- Rugby League – Fitness Cert III & stand alone Fitness Cert III
- Short course in Sport and recreation (1 QCE point + first aid certification) Year 10 only

**Alternative Pathways**
Alternative Pathways include opportunities such as school based apprenticeships and traineeships (SAT), attending external Queensland Studies Authority registered training organisations (RTO), work experience and Senior over three years. They are available to all Year 11 and 12 students and in some cases, Year 10 students can access these pathways.

**School-based Apprenticeships and Traineeships**
This involves attending one day of paid work per week and completing the appropriate training package, usually Certificate III level, in most areas of employment. The student’s timetable is adjusted to five subjects to allow them the flexibility to complete all commitments and with most traineeships taking between 12 to 24 months to complete. This usually enables apprentices to exit during the senior schooling phase as a second year apprentice.

**Registered Training Organisations**
In order to further enhance curriculum options, Senior students may enrol in Certificate II, III, or IV level programs at various Institutes of TAFE, Skills Tech or through many other private providers. The student’s timetable may be adjusted to five subjects to assist in completion of the additional study.

Students need to:
- Be committed to completing the program (Institutes of TAFE are heavily subsidised)
- Be prepared to pay for any costs
- Arrange their own transport to and from the external training organisation

The certification is issued on completion of the course and banked into the student’s Learning Account and recorded on the QCS. The application process is usually finalised in October in Year 10.

**Senior Over Three Years**
If a student wishes to apply to complete Senior over three years, an interview must be held with the Deputy Principal Curriculum explaining all extenuating circumstances behind the application.

**Individual Learning Centre**
To support our students who have special needs we have various intensive classes as options for students. These can only be chosen if a student has a verified disability and/or an ILP (Individual Learning Plan) which is developed in consultation with the HOSES (Head of Special Education). Identified students in the ILC are supported in mainstream classes by ILC teachers and Teacher Aides, where appropriate.

These include Maths, Science, English and SOSE classes where there is sufficient need and staffing available.
### REDCLIFFE STATE HIGH SCHOOL - Assessment Plan Overview

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DIAGNOSTIC</th>
<th>NAPLAN</th>
<th>QCS</th>
<th>FORMATIVE AND SUMMATIVE ASSESSMENT</th>
<th>COMPETENCY BASED ASSESSMENT VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>PAT-M</td>
<td>DIAGNOSTIC</td>
<td></td>
<td>Assessment Tasks as per National Curriculum (C2C) Planning - English, Maths, History and Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAT-S</td>
<td>• Tests in Literacy and Numeracy</td>
<td></td>
<td>&amp; Assessment Tasks as per QCAR Alignment</td>
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<tr>
<td></td>
<td>PAT-R</td>
<td>• Identified Under Achievers (Learning Support) : SNAP &amp; YARC</td>
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<tr>
<td></td>
<td>MYAT SWST</td>
<td>Identified Higher Achievers: HAST</td>
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<tr>
<td>9</td>
<td></td>
<td>Writing Task Practice Other Practice Activities NAPLAN TESTS</td>
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<tr>
<td></td>
<td></td>
<td>• Further Retest for students not meeting NMS</td>
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<tr>
<td>10</td>
<td>Retest for those still not at NMS (Year 9 level)</td>
<td></td>
<td>Assessment Tasks as per National Curriculum (C2C) Planning - English, Maths, Science (Sem 1) &amp; Assessment Tasks as per Year 10 Guidelines (Bridging to Senior)</td>
<td>Competency Based Assessment conducted in accordance with Vocational Education National Training Packages.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>Assessment Tasks as per QSA Work and Study Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tests conducted in exam blocks at the end of Term 3 and 4. (+ mini-block end of Term 3 Year 12 only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Queensland Core Skills (QCS) Test Practice Term 1, 2 and 3 QCS Test (September)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment** is the purposeful, systemic and ongoing collection of information as evidence for use in making judgements about student learning. The intention at Redcliffe SHS is to use assessment information to support improvements in student learning. Feedback from evaluation of assessment data helps to determine strengths and weaknesses in students’ understanding.

Assessment plans in each subject for Years 8, 9 and 10 are derived from the National Curriculum (& C2C) in English, Maths, Science and History and the QCAR framework in other learning areas. Assessment plans in Year 11 and 12 subjects derive from QSA syllabuses/study plans are incorporated in approved work programs/study plan to reflect an appropriate balance of assessment items and apply the relevant criteria and standards for each subject.

**Moderation** enables our teachers to share and compare their judgements about student work in order to develop a common interpretation of standards and expectations of student achievement. Each faculty at Redcliffe SHS conducts internal moderation of work in students’ assessment folios to ensure consistency of judgements and interpretation of standards. This occurs in every class across every year level.

External moderation is conducted for Year 11 monitoring and Year 12 certification by the QSA for all subjects.

**Feedback** process occur in school where students will receive ongoing feedback from their class teacher to assist in their academic improvement. The school has a comprehensive feedback policy and teachers follow this. Feedback discussion occurs in teacher meetings (PLCs) to determine the extent of feedback required for each assessment task. For example some tasks will require feedback as the student is processing their task and is ongoing, whilst some tasks only require ‘end’ feedback for example for test and exams.

*Every student will have their individualised Course and Assessment Planner available from OneSchool by week 4 of each term.*
REDCLIFFE STATE HIGH SCHOOL - REPORTING

Formal Written reporting takes place three times per year (end to Term 1, 2 and 4) for every year level except Year 12. In Year 12, there is no formal school report at the end of term 4 as students receive formal exit documentation from the Queensland Studies Authority in December. All Reports are created using the OneSchool Reporting Framework.

Reports provide information for the reporting period regarding students:
- Achievement
- Effort
- Behaviour
- Homework
- Attendance

An A to E scale with accompanying descriptors is used for achievement, with the exception of VET certificate subjects where:
- CA Competency Achieved
- WTC Working towards competency or
- CNA Competency Not Achieved

is used to report on each student’s progress towards attaining the relevant certificate.

**Achievement Code Descriptors**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Evidence in a student’s work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
</tr>
<tr>
<td>B</td>
<td>Evidence in a student’s work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
</tr>
<tr>
<td>C</td>
<td>Evidence in a student’s work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
</tr>
<tr>
<td>D</td>
<td>Evidence in a student’s work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.</td>
</tr>
<tr>
<td>E</td>
<td>Evidence in a student’s work typically demonstrates a very limited knowledge and understanding of concepts, facts and procedures, and application of processes</td>
</tr>
</tbody>
</table>

**Effort and Behaviour Descriptors**

- EX - Excellent
- VG - Very Good
- S - Satisfactory
- NA - Needs Attention
- U – Unacceptable

**Effort Standards for Reporting**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Standard Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX</td>
<td>Student completes and excels at tasks with a view in mind to achieve personal excellence. Student sets, achieves and excels at personal goals.</td>
</tr>
<tr>
<td>VG</td>
<td>Student completes tasks with a view in mind to achieve a result that is above the average. They set and achieve goals at above average standards.</td>
</tr>
<tr>
<td>S</td>
<td>Student completes task with a view in mind to achieve a satisfactory result. Sometimes they are dependent on the teacher to set goals in order to maintain previous, acceptable performance levels.</td>
</tr>
<tr>
<td>NA</td>
<td>Student will complete set tasks with the minimum, token effort with a view in mind to satisfy basic expectations acceptable to others. Student does not set personal goals and disregards their previous performance levels.</td>
</tr>
<tr>
<td>U</td>
<td>Student chooses to not complete set tasks satisfactorily and/or by set time/date. This refusal prompts negative consequences from Teacher/Head of Department/Administration Team.</td>
</tr>
</tbody>
</table>
Behaviour Standards for Reporting

<table>
<thead>
<tr>
<th>Rating</th>
<th>Standard Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX</td>
<td>Student is highly aware of the rights of others in the learning process. Their greater maturity means that they understand the need for and desire cooperation within the classroom. They are respectful and responsible. Their self-control comes from within rather than any outside influences.</td>
</tr>
<tr>
<td>VG</td>
<td>Student is cooperative, responsible and respectful of others in the learning process. They demonstrate self-control as they seek more positive recognition from the classroom teacher.</td>
</tr>
<tr>
<td>S</td>
<td>Student most times is cooperative and respectful of others and the learning process. They demonstrate a sense of responsibility but their self-control is dependent on positive and negative reinforcement set by the teacher.</td>
</tr>
<tr>
<td>NA</td>
<td>Student often disrupts the learning process, is uncooperative and lacks respect for others. This lack of self-control of the student prompts negative consequences from the teacher and/or Head of Department.</td>
</tr>
<tr>
<td>U</td>
<td>Student demonstrates a consistent and conscious choice to be uncooperative, disrespectful and to disrupt the learning of others. They can be defiant as well as lacking self-control. Their choices lead to more serious consequences from the teacher/or Head of Department and Administration Team.</td>
</tr>
</tbody>
</table>

EX - Excellent, VG - Very Good, S – Satisfactory, NA – Needs Attention, U - Unsatisfactory

**Formal parent teacher interviews** are held at the beginning of Term 2 and in mid-Term 3. Parents may request an interview with a teacher at any time throughout the year.

**Individual Learning Centre:** Face to Face Meetings between teachers and caregivers for each special education student takes place once per year, (at ISP meetings {year8 & 9} or at SET Plan meetings {years 10, 11 &12}) or as needed throughout the year.