

Sunshine Beach State High School



CURRICULUM PLAN 2015-2016



**Incorporating:
Curriculum Strategic Plan
Literacy Plan
Numeracy Plan**

CURRICULUM PLAN 2015-2016

STATEMENT OF PURPOSE

Our school believes that every student has the ability to learn. We aim to offer diverse learning experiences, monitor progress, set high expectations. We support high expectations through quality teaching and learning focussed on the individual child.

As a proud state school, Sunshine Beach State High School is committed to the creation of a supportive learning environment. The community in which our school is located has significant global influences as an internationally accredited school and our curriculum and co-curricular activities reflect this global perspective.

OUR VISION

Empower life-long learners through a challenging and supportive school community

OUR VALUES

Purpose

Respect

Innovation

Diligence

Enthusiasm



We aim to provide an environment of learning that embraces a culture of high expectations, through sequenced curriculum/assessment and reporting, and provision of opportunities to meet diverse pathway needs.

This document is a dynamic plan, which outlines the curriculum structures and directions at Sunshine Beach SHS in terms of our goals, core purpose, vision and values, curriculum, reporting, assessment and pedagogy.

Our Quadrennial School Review process, Teaching and Learning Audit and Headline indicators has formalised the current situation and provides resolutions for the following planning cycle.

The School Curriculum Framework at Sunshine Beach SHS provides the opportunity for all students to access high quality learning experiences across six years of secondary schooling. It requires all students in Years 7 & 8 to engage in studies across all KLAs, with the possibility for selective specialisation in Year 9, SET Plan preparation in Year 10 to determine work, vocational or academic pathways, and then further specialisation in Years 11 and 12.

An Individual Curriculum Plan (ICP) is developed for students with disabilities who have learning ascertained out of age cohort. These students (where suitable) are placed in mainstream classes or in the Sunshine Learning Centre (SLC) to meet their varying needs.

The Junior Secondary curriculum embraces the concept of a *broad* education through exposure to the eight key learning areas (KLAs) organised in year level subject offerings. We focus on ACARA in design and time allocation (Year 7/8/9 and Semester 1, Year 10).

Years 7/8/9/10 (Semester 1) ACARA – English, Mathematics, History and Science - minimum time requirements are being met. Time allocations are adjusted from year to year.

In the Senior School, students study six subjects (unless authorized exemptions to programmes). Students study Authority and Non-Authority subjects – with intentions of gaining an OP of worth (1-15) a Vocational Certificate II or better and 20 credits to achieve a Queensland Certificate of Education.

PROVIDING CURRICULUM

Sunshine Beach High provides differentiated approaches based on student performance data. Instruction responds to different data on a day-to-day basis. Teachers purposefully plan ways to engage, assist and demonstrate learning. Further extension and enrichment is offered throughout the curriculum for those exceeding above level expectations.

- Whole school pedagogical framework developed around Art and Science of Teaching (ASOT).
- School curriculum design linked to student performance data and local needs.
- Development of differentiated curriculum and individual curriculum plans to meet diversity of needs e.g. learning difficulties, SWD.
- Develop Aboriginal & Torres Strait Island *at risk* students perspectives through ACARA cross curriculum priority

CURRICULUM	CONTINUUM OF SUPPORT IN RESPONSE TO STUDENT DATA	TEACHING
Year level curriculum and achievement standard for age cohort – for most students	Differentiated and explicit teaching for all students	<ul style="list-style-type: none"> • Differentiated and explicit teaching within ASOT and differentiated, explicit teaching of expected behaviours
	Focused teaching – for identified students	<ul style="list-style-type: none"> • Additional scaffolding and support to enable students to meet or exceed year level curriculum achievement standards; and the school's behaviour expectations
	Intensive teaching and support – for a small number of students who are achieving well below or above the year level achievement standards in some or all learning areas, or whose behaviour continues to be inappropriate despite focused teaching	<ul style="list-style-type: none"> • Frequent and explicit instruction for sequential mastery of basic skills and knowledge • Some students may require intensive teaching for a short period of time, for particular aspects of the curriculum or behaviour skills • Other students may require intensive teaching for a more prolonged period of time • Provision of appropriately challenging learning opportunities for students requiring extension and enrichment
A different year level curriculum and achievement standard in one or more learning areas – for a small number of students	Focused teaching – for identified students	<ul style="list-style-type: none"> • Additional scaffolding and support to address more significant support needs and provide curriculum at a lower or higher year level; and additional support to enable students to meet the school's behaviour expectations
	Intensive teaching and support – for a small number of students who are achieving well below or above the year level achievement standards in some or all learning areas, or whose behaviour continues to be inappropriate despite focused teaching	<ul style="list-style-type: none"> • Frequent and explicit instruction for sequential mastery of basic skills and knowledge • Provision of appropriately challenging learning opportunities for accelerated students
A highly individualised curriculum based on the Australian Curriculum extended General capabilities of literacy and numeracy, and the personal and social capability, to access Australian Curriculum learning area content	Intensive teaching and support – for a small number of students who are achieving well below or above the year level achievement standards in some or all learning areas, or whose behaviour continues to be inappropriate despite focused teaching	<ul style="list-style-type: none"> • Intensive teaching that is highly individualised, comprehensive and ongoing

INDIVIDUAL CURRICULUM PLANNING FOR PROVIDING DIFFERENT YEAR LEVEL CURRICULUM

The following process is recommended for developing ICPs when students are provided a lower or high year level curriculum than their age cohort – for a whole learning area or for all learning areas.

- Collaborate with the relevant school officers - ST(LaN), Guidance Officer, HOD, HOSES, teachers and parents.
- Document plans for sharing.
- Identify which year level achievement standard the student can demonstrate. This will enable the selection of the appropriate year level curriculum to be taught.
- Identify:
 - the differentiation and focused teaching already provided to the student;
 - the year level of the curriculum to be provided during the next reporting period;
 - elements of the curriculum likely to require focused teaching and additional support;
 - focused teaching strategies to be implemented in the next reporting period;
 - other support to be provided.
- Assess student achievement on the achievement standard for the year level curriculum taught – as identified in the Individual Curriculum Plan.
- Review the Individual Curriculum Plan at the completion of each reporting period.
- For gifted students who have been accelerated, a review must take place after a minimum six week trial as the accelerated placement may not match the needs, interests and abilities of the students. This applies to students provided either subject/learning area acceleration or full year level acceleration.
- Report student achievement on the achievement standard for the year level curriculum taught – as identified in the Individual Curriculum Plan.

ASSESSMENT

- Using modified C2C assessment tasks in English/Mathematics/Science/History, other KLAs use QCAR and criteria based assessment.
- Administering NAPLAN for Years 7 & 9.
- Senior School meet QCAA assessment requirements of Senior Syllabi, SAS and VET qualifications to obtain QCE or QCIA

SUNSHINE BEACH STATE HIGH SCHOOL

CURRICULUM FRAMEWORK 2015 – YEARS 7, 8, 9, 10

KLA	ENGLISH	MATHEMATICS	SCIENCE	HUMANITIES & SOCIAL SCIENCES	HEALTH & PHYSICAL EDUCATION	THE ARTS	TECHNOLOGY		LANGUAGES
							DESIGN TECHNOLOGY	DIGITAL TECHNOLOGY	
YR 7	English & Grammar Time	Mathematics & Numeracy	Science	HUMANITIES (History/Geography)	HPE	<ul style="list-style-type: none"> – Dance – Drama – Music (Excellence Class only) 	Design Technology (ITD)	Digital Technology	Italian
YR 8	English & Grammar Time	Mathematics & Numeracy	Science	HUMANITIES (History/Geography)	HPE	<ul style="list-style-type: none"> – Visual Art – Music 	Design Technology (Home Ec)	Digital Technology	Italian
YR 9	English & Grammar Time	Mathematics & Numeracy	Science	HUMANITIES (History/Geography)	<ul style="list-style-type: none"> – HPE – Surfing Excellence Program (application only) 	Electives: <ul style="list-style-type: none"> – Drama – Visual Art – Dance – Music – Media Arts 	Electives: <ul style="list-style-type: none"> – Industrial Design Technology – Food Studies – Fashion Studies – Early Childhood Studies – Graphics 	Electives: <ul style="list-style-type: none"> – ICT (Information Communication and Technology) 	Italian (elective)
YR 10 (SEM 1)	English	<ul style="list-style-type: none"> – Mathematics Elective: – Business Studies 	Science	HUMANITIES (History/Geography)	<ul style="list-style-type: none"> – HPE – Surfing Excellence Studies (whole year – invitation) 	Electives: <ul style="list-style-type: none"> – Drama – Visual Art – Dance – Music – FTNM 	Electives: <ul style="list-style-type: none"> – Industrial Design Technology – Food Studies – Fashion Studies – Early Childhood Studies – Graphics 	Electives: <ul style="list-style-type: none"> – ICT (Information Communication and Technology) 	Italian (elective)
YR 10 (SEM 2)	English	<ul style="list-style-type: none"> – Prep. Mathematics A – Prep. Mathematics B – Prep. Business 	<ul style="list-style-type: none"> – Prep. Physics – Prep. Chemistry – Prep. Biology – Prep. Marine Science – Science (6 months) 	<ul style="list-style-type: none"> – Prep. Ancient History – Prep. Modern History – Prep. Geography – Prep. Economics – Prep. Legal Studies 	<ul style="list-style-type: none"> – Prep. Physical Education or Recreation – Prep. Health Education – Surfing Excellence Studies (whole year – invitation) – Fitness 	<ul style="list-style-type: none"> – Prep. Drama – Prep. Visual Art – Prep. Dance – Prep. Music – Prep. FTNM 	<ul style="list-style-type: none"> – Prep Tech Studies – Prep. Hospitality – Prep. Fashion Studies – Prep Early Childhood Education and Care – Prep. Graphics – Prep. Furnishing – Prep. Engineering 		Prep. Italian

- Register all students in Year 10 with QCAA to open Individual Learning Account
- Register VET students in Year 10
- Moderation process for Senior School and Junior Secondary

REPORTING

- our school completes the formal OneSchool Reporting to parents twice per year and one Mid-Semester 1 report
- the use of a 5 point scale for reporting
- reports are constructed with effort and behaviour
- variations for reporting may occur for students with modified programs or those studying in VET subjects with modules
- parents are offered twice a year formal parent/teacher interviews, however continual communication is encouraged via email/phone or in person

SUNSHINE BEACH STATE HIGH SCHOOL

CURRICULUM FRAMEWORK 2015 – YEARS 11 & 12

KLA	ENGLISH	MATHEMATICS	SCIENCE	HUMANITIES & SOCIAL SCIENCES	HEALTH & PHYSICAL EDUCATION	THE ARTS	TECHNOLOGY	INFORMATION TECHNOLOGY	LANGUAGES	VOCATIONAL PATHWAYS TAFE & PRIVATE RTO
11 & 12	<ul style="list-style-type: none"> - English - English Communication 	<ul style="list-style-type: none"> - Mathematics A - Mathematics B - Mathematics C - Pre-Vocational Maths - Business Communication & Technology 	<ul style="list-style-type: none"> - Physics - Chemistry - Biology - Marine Science - Marine & Aquatic Practices 	<ul style="list-style-type: none"> - Modern History - Ancient History - Geography - Economics - Legal Studies 	<ul style="list-style-type: none"> - Physical Education - Recreation - Health Education - Surfing Excellence Studies (whole year – invitation) incorporating Cert II Sport & Recreation and Cert II Public Safety - Cert. III Allied Health - Cert. III & IV Fitness 	<ul style="list-style-type: none"> - Dance - Drama - F&TV - Visual Art - Music - Music Extension (Year 12 only) - Cert. II Visual Art (Photography) - Cert. III Visual Art (Art & Photography) 	<ul style="list-style-type: none"> - Technology Studies - Fashion Studies - Graphics - Tourism - Cert. I Engineering - Cert. II Furniture Making - Cert. II Hospitality - Certificate III Early Childhood Education and Care - Home Economics - Cert. III Education Support 	<ul style="list-style-type: none"> - Information Technology Systems - Information Processing & Technology 	<ul style="list-style-type: none"> - Italian 	<ul style="list-style-type: none"> - Cert. I Information Technology, Digital Media and Technology - Cert. II Business - Cert. II Resources & Infrastructure - Cert. II Electro-technology - Cert. III/IV Fitness - Cert. IV Justice Studies <p>Access to extensive range of online certificate courses</p>

- School of Distance Education – offerings such as Japanese, French, Chinese

CURRICULUM

GOAL

To provide opportunities for educational excellence for all students

STRATEGIES

- ACARA and QCAR framework implemented (Years 7-10)
- Engage key stakeholders in Literacy & Numeracy Plans (Collaborative Councils and Success Teams – Orange Days)
- Forward planning to implement National Curriculum guidelines
- Developing Performance Framework for teachers
- Implement strategies to embed Aboriginal and Torres Strait Islanders perspectives
- Improve and implement Education Adjustment Programs
- Implement IEPs for students at risk
- Embed SETP as curriculum initiative
- Develop seamless educational transition across learning junctures
- Establish curriculum and strategic links with primary feeder schools
- Build leadership teams from within (Collaborative Councils)
- Address international students' needs academically and culturally
- Engage staff in OneSchool
- Ongoing staff professional development – ASoT, E-Learning, Classroom Profiling, ongoing research from Fullen, Hattie
- QLS preparation program of QCS, in class, embedded, workshop - online

GOAL:

To improve literacy outcomes for all students

STRATEGIES

- Continue Whole School Literacy Plan
- Audit Literacy Plan across all KLAs –*how, when, who*
- Five in-house Literacy coaches employed (0.2 each) to support staff to embed literacy teaching into their curriculums: *activating thinking, academic vocabulary, reading placemat, PEEL*
- Focus PD for staff in Literacy learning in each KLA led by Literacy Coaches
- Analyse NAPLAN & QCS data to direct future planning with regards to literacy
- Support English faculty based planning to prepare students for NAPLAN testing (*PEEL, writing on demand, peer editing, wide reading*)
- Establish portfolio responsibility within management for monitor and review procedures of NAPLAN/literacy development
- Investigate Years 7 & 9 literacy data to ascertain future literacy demands to provide ongoing professional development
- Timetable changes to support the provision of focus teaching of literacy in ability groupings: 1 x 70 min. weekly lesson (Grammar Time) across Years 7, 8, 9
- Implement programs to support professional learning (including literacy reading PD)
- Review literacy requirements of QCE to ensure access to qualifications
- Provide extension and intervention strategies for all students
- Testing of OP eligible students to map and plan QCS preparation program

GOAL

To improve numeracy outcomes for all students

STRATEGIES

- Establish Whole School Numeracy Plan
- Embed Numeracy Plan across all KLAs – audit *how, when, who*
- Analyse NAPLAN & QCS data to direct future planning with regards to numeracy
- Appoint Numeracy mentor coaches to provide mentoring/coaching in JS Maths classes – to extend children, share and/or model teaching strategies to maths teachers
- Pre & post testing throughout the junior school provide data to inform teaching and learning in every classroom
- Combining post-test data & curriculum tests to align ACARA content descriptors
- Investigate Years 7 & 9 numeracy data to ascertain future numeracy demands to provide ongoing professional development
- Support Maths faculty based planning to prepare students for NAPLAN testing
- Timetable changes to support the provision of focus teaching of numeracy across Years 7, 8, 9
- Student participation in activating thinking numeracy warm-up activities (explicit teaching sessions based on class pre & post test results)
- Implement programs to support professional learning
- Review numeracy requirements of QCE to ensure access to qualifications
- Provide extension and intervention strategies for all students
- Testing of OP eligible students to map and plan Maths preparation program

GOAL

To develop curriculum offerings that cater for needs and engage academic, vocational and 'at risk' students

STRATEGIES

- Investigate the range and type of subject offerings to meet varying needs
- Investigate curriculum and timetable changes to generate greater flexibility to accommodate student learning occurring via multiple pathways and alternate programs
- Investigate increased access to VET qualifications and more choice in VET offerings either school based or available online or through local TAFE
- Promote work experience in Year 10 to assist students in their pathway choices
- Create individual programs to enhance retention and individual successes

GOAL

To provide a seamless transition from Year 10 to Year 11 or compulsory participation options

STRATEGIES

- Implement a Year 10 curriculum which is transitional to the Senior Phase of Learning, modelling the assessment type and expectation in the Senior School
- Incorporate subject selections which may contribute towards QCE credits
- Timetable subject selections that allow students to make '*better*' choices in Year 11 and therefore reduce '*change*' issues in senior courses
- Investigate transition program for Year 10 'at risk' students to engage them in compulsory participation

GOAL

To strengthen the link between school and industry

STRATEGIES

- Continue an increased focus on work place learning through provision of school-based traineeships, apprenticeships and work experience
- Continue to provide structured work placement aligned with VET qualifications e.g. Fitness, Hospitality
- Organise a variety of guest speakers and activities to inform senior students in aspects of their preferred post-school options
- Access VETIS funding through external RTO providers
- Look for strong industry links to build partnerships to support students
- Develop community partnerships that may involve volunteer work e.g. Noosa Youth Ambassador

GOAL

To improve and investigate learning outcomes for gifted students

STRATEGIES

- Investigate strategies for U2Bs
- Create CREST program for 2016 which will encourage and challenge high achieving Year 7 students to strive for excellence through a focus on higher order thinking skills, problem solving and innovation (application only)
- Investigate and promote opportunities for students to participate in competitions and activities that extend learning to global perspectives
- Develop high order thinking clubs e.g. robotics
- Higher Order Thinking Collaborative Council to develop across KLA ideas for teaching and learning
- U2B students identified and grouped in a weekly 70 minute literacy class (Grammar Time) across Years 7 – 9
- Continuation of Music Excellence Classes in years 7 - 9

GOAL

To strengthen the role of SET Plan

STRATEGIES

- Investigate support strategies for students and their parents to make informed choice and participate in individualised senior school study pathways which articulate with their post-school options
- Create methods to ensure ongoing review – 1 on 1 for students through set planning and good classes
- Continue Year 10 Career / work education program to provide time for goal setting and explication discussions of career options

GOAL

To improve learning outcomes for young people in care

STRATEGIES

- Implement Educational Support Plans for identified students

GOAL

To maintain and improve the attendance of students

STRATEGIES

- Implementation of strategies such as texting absences, tight management of, and response to, data, regular emails to students & parents with their current absent data, and follow-up processes through Heads of Years, Student Services and Deputy Principals
- Policy and processes adhered to in an effort to enhance attendance rates

GOAL

To ensure students gain a QCE

STRATEGIES

- Implement SET Plans to be developed in Year 10 through time allocated work education program – periodically review program by stakeholders against participation achievement and other relevant data
- Collate data following reporting identifying those students not '*on track*' to achieving a QCE
- Senior School Academic Performance Policy – monitor, review and intervention process (using TrackEd program)
- Implement case management of VET students - tracking
- Intervention meetings (Performance Review Interviews) for students obtaining D & E achievement
- Support and extend talented students through Mentor Program
- QCS Preparation Program – all Year 11 and Year 12 – embedded in program and extension

GOAL

To improve differentiation for individuals and ICPs for SWD children

STRATEGIES

- All HODs and HOSSES work together to learn and develop processes for inclusivity – these skills then shared in small staff teams
- Develop avenues for cross-fertilisation and maximisation of staff in LS/SLC (teachers and teacher aides)

GOAL

To engage all students, particularly those at risk of leaving school early

STRATEGIES

- Explore services available for '*at risk*' students (behaviour, non-achievers, etc.) e.g. counselling by support network including HOD Social Justice, Student Managers, Careers Officer, Work Placement Officer
- Explore flexible processes to ensure that opportunities exist for students or participate in workplace training, TAFE and school-based apprenticeships
- Implement processes to support students commence and complete VET qualifications
- Engage with community organisations that provide support and training

GOAL

To ensure students are encouraged to meet potential in academic studies

STRATEGIES

- Consistent and transparent communication of high expectations to students
- Implementing high expectations in every class
- Making learning visible to students through use of Learning Goals & Proficiency Scales
- Clear articulation of WHAT (Learning Goals), WHY and HOW for behaviour and curriculum in every lesson
- Continue to promote professional dialogue in response to evidence-based research

SCHOOL-WIDE PEDAGOGY

GOAL

To ensure improvement in teaching and learning practice across school to improve student outcomes

STRATEGIES

- ASOT – to grow our learning and sharing through ASOT pedagogical whole school framework, with a focus on DQ 3, 4, 5 & 9 for 2016 (practice & deepening, generating & testing hypotheses, engaging students, maintaining high expectations)
- To engage in Essential Skills for Classroom Management (ESCM) and Classroom Profiling for reflection and growth
- Address Developing Performance Framework
- Develop C2C, ACARA, QCAR curriculum & assessment alignment
- Strong development with time allocation for sharing and planning in relevant teams (e.g. Orange Days - focus on proficiency scales, deep learning / knowledge)
- Continuation of Literacy coaches across staffrooms to support staff to achieve their goals in relation to literacy and data-informed classrooms.
- Continuation of Numeracy mentor coaches to provide mentoring/coaching in JS Maths classes – to extend children, share and/or model
- Improve learning outcomes for all students, addressing inclusivity principles
- Access NAPLAN data to drive professional development, support needs and unit planning
- Support all staff in professional development designed to improve literacy outcomes for all students in all learning areas – especially through mentor and coaching '*in-house*'
- Provide alternative learning options for '*at risk*' students through differentiation
- Engage in Junior Secondary evolution
- Establish curriculum and strategic links with primary feeder schools
- Share best practice '*teachers as leaders*' philosophy
- Provide opportunities for mentoring/observations/walk throughs to grow density of learning
- Offer professional development in ASOT and E-Learning '*in-house mentoring*'
- Develop HODs, teacher and SLC staff networks to create ICP for SWD

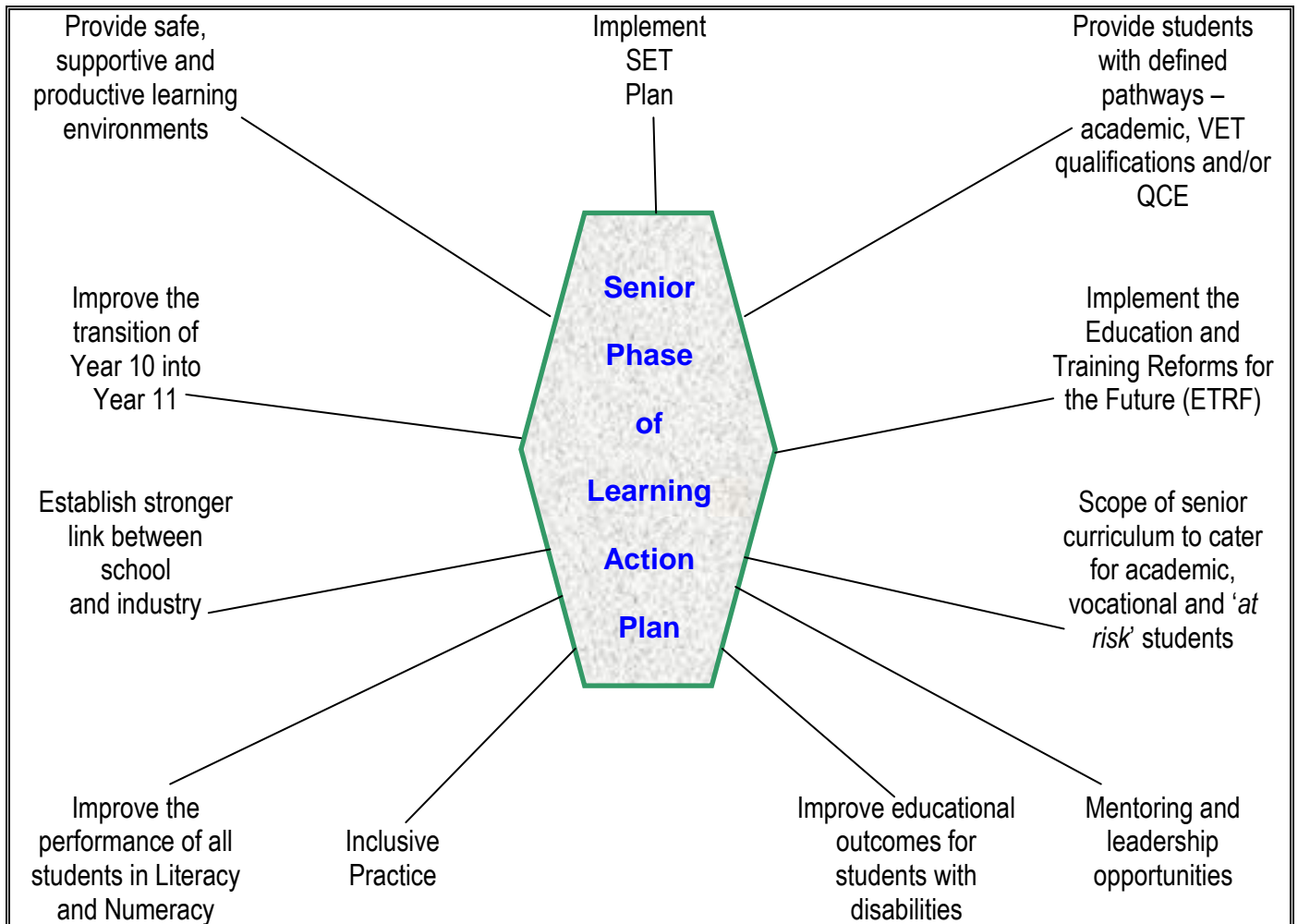
GOAL

To maintain human resource requirements outlined in the VET Quality Framework (VQF) and compliance with meeting the standards of registration as an RTO.

STRATEGIES

- Provision of professional development opportunities to ensure teacher qualifications and industry currency are aligned with Standards for NVR Registered Training Organisations
- Track and profile teacher skill sets
- Ensure that training products delivered meet the requirements of training packages and have integrity for employment and further study
- Ensure SBSHS operates ethically with due consideration of learners' and enterprises' needs

SENIOR SCHOOL UNDERPINNING



JUNIOR SECONDARY UNDERPINNING (YEARS 7-9)

This is an age-appropriate focus on teaching and learning for this phase of learning.

