

MGSHS 2014 Whole School Curriculum and Assessment Plan: Australian Curriculum Yr8 – Yr10

School: Mt Gravatt SHS

Regional centre: Greater Brisbane

School information and data						Sources for gathering information and data																											
Total enrolments	1032 students					Systemic	<ul style="list-style-type: none"> NAPLAN Yr 7 and Yr 9 																										
Year levels	2014: Yr 8 to Yr 12 2015+: Yr 7 to Yr 12																																
Student information	% males: 49%		% females: 51%																														
	% Indigenous students: 2%		% students with disabilities: 7%																														
Staff information	Number of teaching staff: 67		Number of non-teaching staff: 32			School-based	<ul style="list-style-type: none"> Classroom Assessment OneSchool data reports –individual, class, Year Level PAT R, PAT M, PAT S regime (from ACER) in early Term 1 and late Term 3 Attendance Data 																										
Systemic priorities																																	
<p>The top three priorities from Systemic Doc - United in Pursuit of Excellence are:</p> <ol style="list-style-type: none"> Effective reading, writing strategies Effective numeracy skills Effective delivery of science 																																	
School-based priorities						<p>QSA Remaining KLA's – C = Core E = Elective</p> <table border="1"> <thead> <tr> <th></th> <th>LOTE</th> <th>Art</th> <th>Tech</th> <th>HPE</th> </tr> </thead> <tbody> <tr> <td>Year 8</td> <td>C=2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 9</td> <td>E=</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year10</td> <td>E=</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>M=Music D=Dance VA=Visual Arts G=Graphics</p>					LOTE	Art	Tech	HPE	Year 8	C=2				Year 9	E=				Year10	E=							
	LOTE	Art	Tech	HPE																													
Year 8	C=2																																
Year 9	E=																																
Year10	E=																																
<p>MGSHS top three priorities for 2014 are:</p> <ol style="list-style-type: none"> Explicit Teaching – particular emphasis on Learning Intentions and Success Criteria + Explicit Literacy and Numeracy Knowing the Learner – effective use of data to focus on engaging the learner Varying the Pathway – effective use of differentiated strategies and extra-curricular opportunities to foster learning in and out of the classroom 																																	
National Curriculum:						<p>Structure & Time Allocations – C = Core (units=70 min lessons/wk)</p> <table border="1"> <thead> <tr> <th></th> <th>English</th> <th>Maths</th> <th>Science</th> <th>History</th> <th>Geog</th> </tr> </thead> <tbody> <tr> <td>Year 8</td> <td>3</td> <td>3</td> <td>3</td> <td>3/Sem1</td> <td>3/Sem2</td> </tr> <tr> <td>Year 9</td> <td>3</td> <td>3</td> <td>3</td> <td>3/Sem1</td> <td>3/Sem2</td> </tr> <tr> <td>Year 10</td> <td>3</td> <td>3</td> <td>3</td> <td>3/Sem1</td> <td>3/Sem2</td> </tr> </tbody> </table>					English	Maths	Science	History	Geog	Year 8	3	3	3	3/Sem1	3/Sem2	Year 9	3	3	3	3/Sem1	3/Sem2	Year 10	3	3	3	3/Sem1	3/Sem2
	English	Maths	Science	History	Geog																												
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Whole school curriculum and assessment plan: what we currently do

Mission statement: Students are prepared for their chosen pathway, while working in a positive and supportive school environment.			
What are our future goals for teaching and learning? Future goals are to address more explicit teaching strategies and have a deeper understanding of each child and their data so that teachers can employ a broad suite of T and L strategies that will raise student outcomes			
What we are doing and will continue doing to improve teaching and learning? Clear Explicit teaching strategies such as LI and SC	What we are doing and will continue doing to build staff capacity through continuing professional development? Class visit program to view good teaching practice and provide valuable feedback to raise performance standards.	What we are doing and will continue doing to manage our resources effectively. School has a strong fiscal position and uses its limited resources wisely in order to maximise learning while maintaining a safe and aesthetic learning environment	What we are doing and will continue doing to ensure parent and community engagement. Parent engagement at MGSHS has been a strong part of its culture. The school has Advisory Councils and runs community engagement forums in order to have a broad sense of input that help to maintain a grounded approach to delivering education.
Pedagogy focus: <ul style="list-style-type: none"> School wide use of explicit teaching in explicit teaching of <ul style="list-style-type: none"> Learning Instructions Success criteria Direct Instruction Teaching expertise to support pedagogy focus: <ul style="list-style-type: none"> Building capacity via: <ul style="list-style-type: none"> Staffing – Line Management Classroom sharing Strong focus on data Catering for all learners: <ul style="list-style-type: none"> Differentiation in classroom Extension and enrichment opportunities in and out of class and specialist classes Added learning support staff Developing Individual Learning plans 	School leaders: <ul style="list-style-type: none"> Leadership coaching program Literature reviews Active participation Corporate wide strategies Teaching staff: <ul style="list-style-type: none"> Classroom visit Clear expectations IDP Review and refine staff handbook Support staff: <ul style="list-style-type: none"> Additional staff Additional support time Additional office support time Ancillary staff: <ul style="list-style-type: none"> 	Human resources: <ul style="list-style-type: none"> Aspiring Leaders program Leadership from within Financial resources: <ul style="list-style-type: none"> Reviewing revenue sources Ensuring parental level Physical resources: <ul style="list-style-type: none"> New Pit Theatre Ongoing maintenance Withdrawal/collaborative learning space 	Parent engagement: <ul style="list-style-type: none"> Term 1: <ul style="list-style-type: none"> Newsletter now fortnightly P&C meeting and School Advisory Council Term 2: <ul style="list-style-type: none"> School Advisory Council Survey Monkey – Parents and Students Term 3: <ul style="list-style-type: none"> Community Engagement days School Advisory Council Term 4: <ul style="list-style-type: none"> School Advisory Council Parents and Citizens Association: <ul style="list-style-type: none"> School office has hours to support Review operations Student feedback tuckshop Community links: <ul style="list-style-type: none"> Parent survey monkey Griffith University Mount Gravatt Men's Shed

Whole school curriculum plan: Yr 8 to Yr 10 overview (ACARA)

Teaching and learning term overview across 8–10

	Term 1	Term 2	Term 3	Term 4
English	7	To be developed in semester 2 2014		
	8	Land of the Rainbow Gold	Teen Spirit	Knowing Me, Knowing Others Let's Be Creative
	9	Australian Identity	Heroes and Role Models (includes Naplan prep)	A Story to Tell A Novel Idea
	10	Contemporary Literature Issues in Poetry	Issues in Poetry Satirical Comment	The Bard Speaks (The Classics) Modern Media: Issues of Social Justice
Maths	7	To be developed in semester 2 2014		
	8	Number Statistics	Algebra Perimeter and Area	Volume and Capacity, Rates and Ratio Linear Functions Geometry Probability
	9	Rates and Direct Proportion Area and Volume	Similarity Index Laws, Financial Maths	Statistics Trigonometry Algebra Probability
	10 F	Linear Equations Trigonometry	Area Finance	Congruency Volume Statistics Probability
	10 C	Linear Equations Trigonometry	Algebra Inequalities	Financial Maths Congruency and Measurement Statistics Probability
	10 E	Linear Equations Trigonometry	Algebra Inequalities	Financial Maths Congruency and Measurement Statistics Probability
Science	7	To be developed in semester 2 2014		
	8	Matter and Materials	Watts up with Energy	Multiplying by Dividing We will Rock You
	9	Waves and Particles	Life in the Balance	The Changing Earth Patterns of Chemistry
	10 C	Earth Science	Chemistry	Physics Biology
	10 R	Physics <i>(students rotate through these term units)</i>	Earth Science	Chemistry Biology
History	7	To be developed in semester 2 2014		
	8	Medieval Europe Shogunate Japan	Shogunate Japan The Black Death	
	9	Industrial Revolution Making a Nation	Making a Nation World War I	
	10	World War II Human Rights/Freedom	Human Rights/Freedom Environmental Movements	
Geography	7	To be developed in semester 2 2014		
	8			Landforms and Landscapes Changing Nations Changing Nations Government (SOSE KLA)
	9			Biomes and Food Security Geography of Interconnectedness
	10			Pre Senior Subjects Pre Senior Subjects Geographies of Human Well Being (2014, 2015 Term3)

Whole school assessment plan: 8–10 overview

Range and balance of assessment across 8–10 by learning area (for KLA alignment refer to work programs)

Categories of student products include: **written**, **spoken/signed**, **performance**, **multimodal** and **visual** † denotes supervised conditions
Systemic tasks include: NAPLAN,

		Term 1	Term 2	Term 3	Term 4
English	7	To be developed in semester 2 2014			
	8	spoken/signed, Written	spoken/signed	spoken/signed, Written	Written , spoken/signed,
	9	spoken/signed, Written [†] , written [†] (Naplan trial)	Written [†] (Naplan trial), spoken/signed, Systemic tasks	Written , Written [†]	Written [†] , spoken/signed,
	10	Written	spoken/signed, Written	Written [†] , spoken/signed,	Written [†] , Written [†]
Mathematics	7	To be developed in semester 2 2014			
	8	Written [†] , Written [†]	Written , Written [†] , Written [†]	Written , Written [†] , Written [†]	Written [†] , Written [†]
	9	Written [†] , Written [†]	Written , Written [†] , Written [†] Systemic tasks	Written , Written [†] , Written [†]	Written [†] , Written [†]
	10 F	Written [†]	Written , Written [†]	Written [†]	Written , Written [†]
	10 C	Written [†] , Written [†]	Written , Written [†] , Written [†]	Written [†] , Written [†]	Written , Written [†] , Written [†]
10 E	Written [†] , Written [†]	Written , Written [†] , Written [†]	Written [†] , Written [†]	Written , Written [†] , Written [†]	
Science	7	To be developed in semester 2 2014			
	8	Written [†]	Written , Written , Written	Written , Written [†]	Written , Written [†]
	9	Written , Written [†]	Written , Written [†] Systemic tasks	Written , Written [†]	Written , Written [†]
	10	Contextual Written [†] , Written	Written [†] , Written (x3 over 3 wks)	Written [†] , Written	Written [†] , Written (x3 over 3 wks)
	10	Phys/Biol Written [†] , Written	Written [†] , Written Written (x3 over 3 wks)	Written [†] , Written	Written [†] , Written Written (x3 over 3 wks)
	10	Phys/Earth Written [†] , Written	Written [†] , Written [†]	Written [†] , Written	Written [†] , Written [†]
	10	Chem/Biol Written [†] , Written	Written [†] , Written , Written (x3 over 3 wks)	Written [†] , Written	Written [†] , Written , Written (x3 over 3 wks)
10	Chem/Earth Written [†] , Written	Written [†] , Written [†]	Written [†] , Written	Written [†] , Written [†]	
History	7	To be developed in semester 2 2014			
	8	Written (Exam) [†]	Written(Exam Stim) [†] , Written (Research)		
	9	Multimodal	Written(Exam) [†] , Written(Essay Stim) [†] Systemic tasks		
	10	Written (Exam) [†]	Written(Essay) [†] , Multimodal		
Geography	7	To be developed in semester 2 2014			
	8			Written(Exam) [†]	Written(Exam Data) [†] , Written(Exam) [†] ,
	9			Written(Exam) [†] , Written(Exam Stim) [†] ,	Written(Exam Data) [†]
	10			PAT, Written(Exam) [†] , Written(Exam Stim) [†] ,	Multimodal

Other Subject Areas 9 – 10

		Term 1	Term 2	Term 3	Term 4
Art	9	multimodal	multimodal	multimodal	multimodal
	10	multimodal	multimodal	multimodal	multimodal
Bus	9	Written [†]	Written [†] , Written ,	spoken/signed	Written
	10	spoken/signed,	Written (folio), Written	Written [†] Written [†]	Written
Dan	9	<u>Performance</u> , Written	<u>Performance</u> , Written	Written , <u>Performance</u>	<u>Performance</u>
	10	Written , Written <u>Performance</u>	<u>Performance</u>	Written [†] , <u>Performance</u>	Written [†] , <u>Performance</u>
Dra	9	<u>Performance</u> , Written	Written , <u>Performance</u>	Written , <u>Performance</u>	<u>Performance</u>
	10	Written , <u>Performance</u>	<u>Performance</u> , <u>Performance</u>	<u>Performance</u> , <u>Performance</u>	Written
Fst	9	Practical, Written [†]	Practical, Written	Practical, Written	Practical, Written
	10	Practical, Written [†]	Practical, Written	Practical, Written	Practical
HPF	9	Practical, Written [†]	Practical, Written [†]	Practical, Written [†]	Practical, Written
	10	Practical, multimodal	Practical, Written	Practical, Written [†]	Practical, Written
HPE	9	Practical, Written [†]	Practical, Written [†]	Practical, Written [†]	Practical, Written
	10	Practical, Written	Practical, Written [†]	Practical, Written	Practical, Written [†]
IDA	9	Practical, Written (folio)	Practical, Written (folio), Practical, Written (folio)	Written , Practical,	Written , Practical,
	10	Practical, Written (folio); Practical, Written (folio)	Practical, Written (folio); Practical, Written (folio)	Practical, Written (folio); Practical, Written (folio)	Practical, Written (folio)
IDB	9	Practical, Written	Practical, Written (folio)	Practical, Practical,	Practical,
	10	Practical, Written (folio)	Practical, Written (folio)	Practical, Written (folio); Practical, Written (folio)	Practical, Written (folio);
IDC	9	Practical, Written (folio)	Practical, Written (folio), Practical, Written (folio)	Written (folio),	Written (folio),
	10	Practical, Written (folio)	Practical, Written (folio); Practical, Written (folio)	Written (folio),	Written (folio),
INDE	9	Visual /Practical(folio),	Visual /Practical(folio),	Visual /Practical(folio),	Visual /Practical(folio),
	10	Visual /Practical(folio),	Visual /Practical(folio),	Visual /Practical(folio),	Visual /Practical(folio),
LOTE	9				
	10				
Mus	9	<u>Performance</u> ,	<u>Performance</u> , Written [†]	<u>Performance</u> , Written [†]	<u>Performance</u> ,
	10	Written	<u>Performance</u> Written	<u>Performance</u>	Written <u>Performance</u>

Range and balance of assessment across 8–10 by year level

Categories of student products include: **written**, spoken/signed, **performance**, multimodal and **visual**
Systemic tasks include: NAPLAN

† denotes supervised conditions

	Term 1	Term 2	Term 3	Term 4
8	English	spoken/signed, Written	spoken/signed	spoken/signed, Written
	Maths	Written [†] , Written [†]	Written , Written [†] , Written [†]	Written , Written [†]
	Science	Written [†]	Written , Written , Written	Written , Written [†]
	History	Written (Exam) [†]	Written(Exam Stim) [†] , Written (Research)	
	Geo			Written(Exam) [†]
9	English	spoken/signed, Written [†] , written [†] (Naplan trial)	Written [†] (Naplan trial), spoken/signed, Systemic tasks	Written , Written [†]
	Maths	Written [†] , Written [†]	Written , Written [†] , Written [†] Systemic tasks	Written , Written [†] , Written [†]
	Science	Written , Written [†]	Written , Written [†] Systemic tasks	Written , Written [†]
	History	Multimodal	Written(Exam) [†] , Written(Essay) [†] Systemic tasks	
	Geo			Written(Exam) [†] , Written(Exam Stim) [†]
	Art	multimodal	multimodal	multimodal
	Bus	Written [†]	Written [†] , Written ,	spoken/signed
	Dance	Performance , Written	Performance , Written	Written , Performance
	Drama	Performance , Written	Written , Performance	Written , Performance
	Food St	Practical, Written [†]	Practical, Written	Practical, Written
	HPF	Practical, Written [†]	Practical, Written [†]	Practical, Written [†]
	HPE	Practical, Written [†]	Practical, Written [†]	Practical, Written [†]
	IDA	Practical, Written (folio)	Practical, Written (folio), Practical, Written (folio)	Written , Practical,
	IDB	Practical, Written	Practical, Written (folio)	Practical, Practical,
	IDC	Practical, Written (folio)	Practical, Written (folio), Practical, Written (folio)	Written (folio),
	INDE	Visual /Practical(folio),	Visual /Practical(folio),	Visual /Practical(folio),
	LOTE			
Music	Performance ,	Performance , Written [†]	Performance , Written [†]	

Range and balance of assessment across 8–10 by year level cont.

	Term 1		Term 2	Term 3	Term 4	
10	English	Written	spoken/signed, Written	Written [†] , spoken/signed	Written [†] , Written [†]	
	Math F	Written [†]	Written, Written [†]	Written [†]	Written, Written [†]	
	Math C	Written [†] , Written [†]	Written, Written [†] , Written [†]	Written [†] , Written [†]	Written, Written [†] , Written [†]	
	Math E	Written [†] , Written [†]	Written, Written [†] , Written [†]	Written [†] , Written [†]	Written, Written [†] , Written [†]	
	Science	Contextual	Written [†] , Written	Written [†] , Written (x3 over 3 wks)	Written [†] , Written	Written [†] , Written (x3 over 3 wks)
		Phys/Biol	Written [†] , Written	Written [†] , Written Written (x3 over 3 wks),	Written [†] , Written	Written [†] , Written Written (x3 over 3 wks)
		Phys/Earth	Written [†] , Written	Written [†] , Written [†]	Written [†] , Written	Written [†] , Written [†]
		Chem/Biol	Written [†] , Written	Written [†] , Written Written (x3 over 3 wks),	Written [†] , Written	Written [†] , Written, Written (x3 over 3 wks)
		Chem/Earth	Written [†] , Written	Written [†] , Written [†]	Written [†] , Written	Written [†] , Written [†]
	History	Written (Exam) [†]	Written(Essay) [†] , Multimodal			
	Geo			PAT, Written(Exam) [†] , Written(Exam Stim) [†] ,	Multimodal	
	Art	multimodal	multimodal	multimodal	multimodal	
	Bus	spoken/signed	Written (folio), Written	Written [†] , Written [†]	Written	
	CGD	Practical, Practical, Written, Written	Practical, Practical, Written, Practical	Written [†] , spoken/signed	Written	
	Dance	Written, <u>Performance</u>	<u>Performance</u>	Written [†] , <u>Performance</u>	Written [†] , <u>Performance</u>	
	Drama	Written, <u>Performance</u>	<u>Performance</u> , <u>Performance</u>	<u>Performance</u> , <u>Performance</u>	Written	
	Food St	Practical, Written [†]	Practical, Written	Practical, Written	Practical	
	HPF	Practical, multimodal	Practical, Written	Practical, Written [†]	Practical, Written	
	HPE	Practical, Written	Practical, Written [†]	Practical, Written	Practical, Written [†]	
	IDA	Practical, Written (folio); Practical, Written (folio)	Practical, Written (folio); Practical, Written (folio)	Practical, Written (folio); Practical, Written (folio)	Practical, Written (folio)	
	IDB	Practical, Written (folio)	Practical, Written (folio)	Practical, Written (folio); Practical, Written (folio)	Practical, Written (folio);	
	IDC	Written (folio)	Written (folio); Written (folio)	Written (folio); Written (folio)	Written (folio)	
	INDE	Visual /Practical(folio),	Visual /Practical(folio),	Visual /Practical(folio),	Visual /Practical(folio),	
	LOTE					
	Music	Written	<u>Performance</u> Written	<u>Performance</u>	Written <u>Performance</u>	

Timing of assessment across 8–10 by year level

^ School reporting deadlines



Systemic assessment



School-based assessment

¥ The assessment provides an opportunity for planned consistency of teacher judgments activities

		Term 1									Term 2										Term 3										Term 4										
Week		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
8	English	Systemic						School-based		School-based	^					School-based					School-based	^						School-based			School-based	Systemic						School-based		School-based	^
	Maths		Systemic						School-based		^			School-based				School-based			School-based	^									School-based	Systemic				School-based				School-based	^
	Science	Systemic							School-based		^		School-based					School-based			School-based	^				School-based			School-based			Systemic						School-based		School-based	^
	History					School-based					^		School-based								School-based	^	¥																		
	Geo	¥																				^							School-based												^
9	English		Systemic				School-based			School-based	^		Systemic	School-based	Systemic					School-based	^					School-based			School-based	Systemic						School-based		School-based	^		
	Maths		Systemic							School-based	^		School-based		Systemic				School-based	School-based	^					School-based			School-based	Systemic						School-based		School-based	^		
	Science	Systemic				School-based				School-based	^				Systemic		School-based			School-based	^					School-based	School-based			Systemic			School-based					School-based	^		
	History					School-based					^		School-based		Systemic					School-based	^	¥																			
	Geo	¥																			^					School-based			School-based											^	
	Art									School-based	^									School-based	^									School-based											^
	Bus							School-based			^			School-based						School-based	^								School-based								School-based				^
	Dance					School-based				School-based	^				School-based				School-based	^				School-based					School-based									School-based	^		
	Drama								School-based		^						School-based			School-based	^						School-based			School-based								School-based	^		
	Food St								School-based	School-based	^									School-based	School-based	^									School-based								School-based	^	
	HPF									School-based	^									School-based	^									School-based									School-based	^	
	HPE									School-based	^									School-based	^									School-based									School-based	^	
	IDA						School-based				^						School-based			School-based	^									School-based						School-based				^	
	IDB										^									School-based	^						School-based			School-based										^	
	IDC					School-based					^		School-based						School-based	^									School-based			School-based								^	
INDE									School-based	^									School-based	^									School-based									School-based	^		
LOTE										^									School-based	^									School-based										^		
Music					School-based					^			School-based		School-based				School-based	^									School-based			School-based			School-based				^		

