



# Maleny State High School

## WHOLE CURRICULUM PLAN 2016 - 2020

**Statement of Purpose:** The purpose of Maleny State High School is to inspire, educate, guide and support adolescents of the hinterland by providing a school community which promotes learning for living. All members of our school strive to meet and maximise each student's individual potential by preparing for life after school, where students leave as positive contributors to a sustainable society. This is achieved through developing positive relationships, safe and supportive environments, high expectations and effective teaching and learning.

### **What makes Maleny High a quality learning environment?**

- Outstanding individual and academic achievements
- Dedicated, experienced and supportive staff
- Respectful relationships between schools, students, parents and community
- Caring and compassionate ethos both locally and globally
- Encouragement and acknowledgement of participation
- Friendly personalised school environment
- Development of -student leadership
- Diverse curriculum offerings
- Highly developed Arts programs (performing and visual)
- Attractive physical/rural learning environment focused on sustainability

### **As a school we value:**

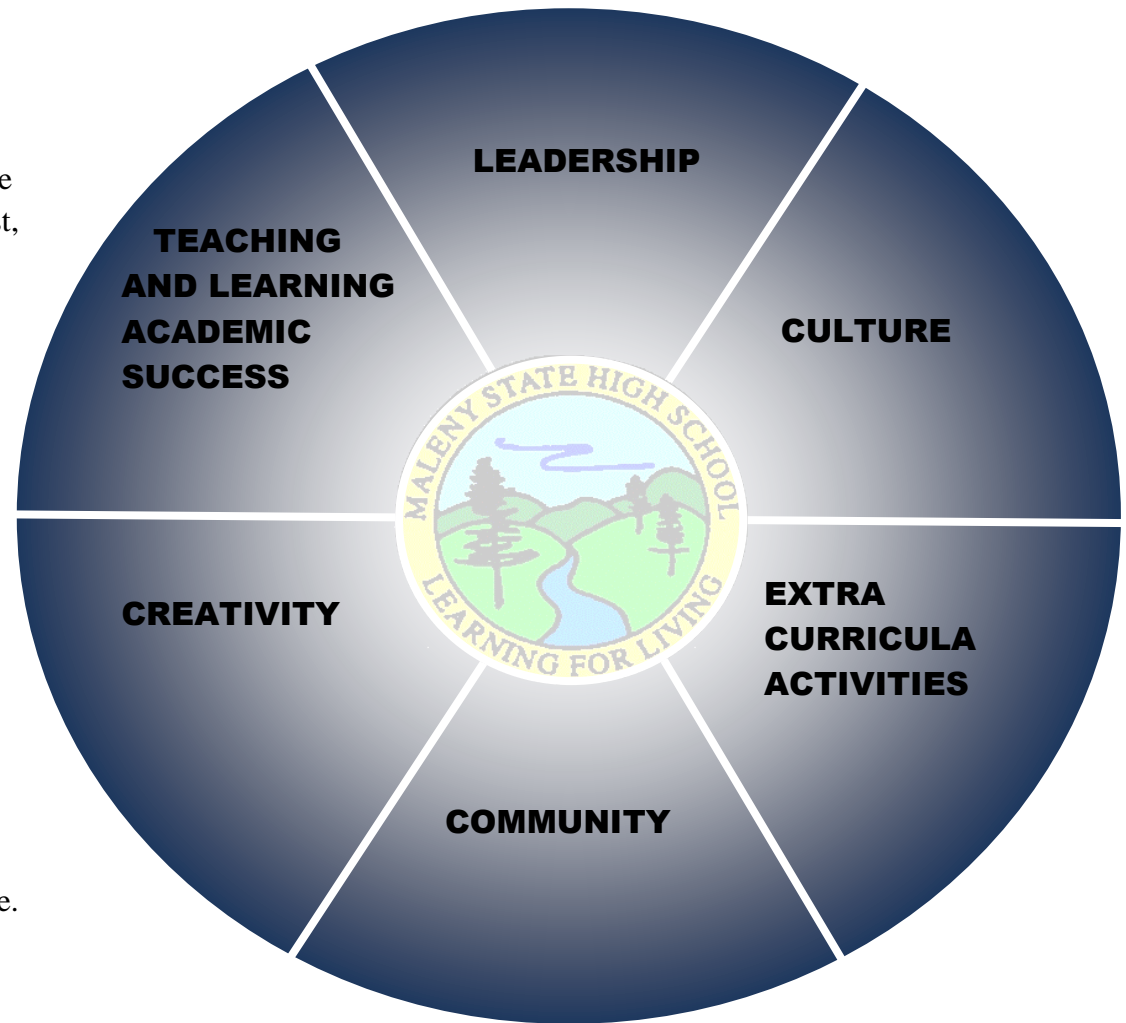
- Resilience, responsibility and respect
- Initiative, imagination and innovation
- A safe and sustainable physical environment
- A positive, inclusive school culture
- School and house spirit
- Extra-curricular activities
- School and community interaction and service
- Effective Relationships between schools, students, parents and community
- Lifelong learning
- Recognition of effort and success
- Acceptance of diverse backgrounds and lifestyle

## A successful Maleny High Student:

- literate and numerate;
- a critical thinker and problem solver;
- proficient in utilising digital technologies;
- a global citizen who contributes positively to the welfare of others and the environment;
- a person who acts responsibly and accepts the consequences of their choices;
- a person who strives to achieve their potential; and
- a lifelong learner.

## Whole school curriculum plan encapsulates:

- **Leadership** – We value leadership as it makes students and staff more aware, decisive, empathetic, accountable, confident, optimistic, honest, inspirational and to have a focus. This is achieved through:  
Transparent processes; Evidence based decision making; Capacity building;  
Student and Teacher Leadership opportunities; Ethical decisions;  
Public accountability; Junior Ambassadors program;  
Kids in Action; House Leaders; School Captains; Senior Leaders
- **Culture** – We value a healthy culture because we want all personnel, students and staff, to be cordial with each other, treat everyone equally, appreciate individuality, encourage openness, show respect for each other and the environment and work as a team. Programs that foster this include:  
Environmental awareness; Indigenous student council; No bullying culture;  
Participation culture; Harmony Day; House events and participations;  
Be Brave and Shave; Deadly Young People program; 40 Hour Famine.



- **Extra-Curricular Activities**- We value extra-curricular activities to engender students' confidence, broaden students' life-experiences and gain real world experiences. Activities that challenge their capabilities include:

Interschool Sport; Emu Gully; Science Engineering challenge;  
 Building Bridges; GOMA Excursion;  
 Biology Excursion; Physics Excursion;  
 Leadership Camp; Drama Excursion;  
 Maleny Wood Expo;  
 Cattle Show team; Hook and Hoof;  
 Maleny Show;  
 ICAS  
 Roadcraft  
 Tertiary based activities
- **Community** – We value community because it gives students and staff a sense of place, of belonging; having a shared perspective and common interest; cohesion and identity; social ties and diversity. Activities and partnerships that exemplify this include;

Work Experience; Traineeships;  
 Music in Bunya Street; Interact;  
 Drama performances at Erowal;  
 Arts Exposed; MIACC;  
 ANZAC Ceremonies; Volunteers Program;  
 Flexi School Art Expo; East Coast TAFE Partnership;  
 Early Childhood day-care visits;  
 SET Planning;  
 Chaplaincy Dinner and Golf Day
- **Creativity** – We value creativity to help students and staff to problem-solve, adapt and communicate with ease in any future workplace; and to turn new and imaginative ideas into reality. Programs that enhance creativity include:

Music Excellence; Dance Extension;  
 Artist in residence; Music Tour;  
 Feeder school tours; Arts Exposed;  
 Drama Performances;  
 Creative Thinkers; Web and Game Design;  
 Maleny to the Max;  
 STEAM; Robotics;  
 Autodesk; Revit;  
 Technology Design Challenges
- **Teaching and Learning academic success** – we value academic success as it produces students with a high self-esteem, greater confidence; well rounded; self-efficient, motivated and resilient. Activities that support academic success include:

Academic success promoted and celebrated  
 Art and Science of Teaching; Feedback culture  
 Safe supportive environment  
 NAPLAN preparation; QCS preparation  
 Achievement Trackers  
 Tutorials  
 Maleny Expo night  
 VET; SET Planning  
 Curriculum Excursions  
 High Expectations  
 Diverse Learner support  
 Gifted and Talented

## P-12 CURRICULUM FRAMEWORK POLICY

### At Maleny State High School we:

- provide students with the required curriculum
- assess, monitor and capture student achievement
- set high expectations for each student and respond effectively to their current levels of achievement and differing rates of learning
- prepare students to exit schooling with the foundation for successful lifelong learning and participation in the community
- keep parents and students informed of the student's achievement throughout their schooling.

### This is done:

- Using a whole school approach to supporting all students' learning — refer to [A whole school approach to support student learning](#).
- Developing and maintaining school [curriculum, assessment and reporting plans](#) at whole school level, year level and unit level, which address all learning areas — refer to [State Schools implementation of Phases 2 & 3 Australian Curriculum F \(Prep\) – 10](#); and [Recommended curriculum time allocations for Queensland state schools — 2014-2016](#).
- Developing a pedagogical framework — refer to the [Pedagogical Framework](#) and the [Pedagogical Framework\\_site](#).
- Providing the curriculum informed by student performance data to support the continuous improvement of student achievement.
- Differentiating teaching to enable students to achieve the learning specified for their year level — refer to [A whole school approach to support student learning](#).
- Collaboratively develop Individual Curriculum Plans for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas for the reporting period — refer to [A whole school approach to support student learning](#).
- Providing for students with additional learning support needs — refer to [A whole school approach to support student learning](#).
- Providing for students with disability — refer to [Curriculum provision to students with disability](#).
- Providing for gifted and talented students — refer to [Curriculum provision to gifted and talented students](#).
- Providing for students learning English as an additional language or dialect (EAL/D) by:
  - identifying and monitoring their development of English language proficiency using the [Bandscales State Schools \(Queensland\) for English as an additional language or dialect \(EAL/D\) learners](#).
  - supporting their learning informed by [English as an additional language or dialect \(EAL/D\) learners](#).
- Developing Aboriginal and Torres Strait Islander perspectives:
  - through embedding the Australian Curriculum cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures in all learning areas, with a strong but varying presence depending on the relevance to the learning area

- by taking a localised approach in line with [Embedding Aboriginal and Torres Strait Islander Perspectives in Schools](#).
- Developing a school homework policy in consultation with the school community — refer to [Homework](#).

### **In relation to Assessment Maleny High will**

- Provide quality classroom assessment aligned to the curriculum — refer to [Assessment](#).
- Maintain a schedule of assessment as part of the school's [curriculum, assessment and reporting plans](#) e.g. short-term data cycles.
- Identify and minimise barriers that prevent students demonstrating what they know, understand and can do. This may involve special provisions in the conditions of assessment — refer to [Assessment](#).
- Administer prescribed assessments in Years 7 and 9 within the National Assessment Program – Literacy and Numeracy (NAPLAN).
- Administer diagnostic assessments to gather evidence of student performance to inform teaching that is focused on improving the achievement of every student.
- For senior secondary assessment and certification:
  - Implement [Queensland Curriculum and Assessment Authority](#) processes and meet the assessment requirements specified in Senior syllabuses, Study area specifications, Australian Skills Quality Authority vocational education and training certificates; and for the [Queensland Certificate of Individual Achievement](#) for those students for whom it is appropriate.
  - Register all students with the Queensland Curriculum and Assessment Authority in the year before they turn 16 (or before the student completes Year 10, whichever occurs first) to open an individual learning account.
  - Supply the Queensland Curriculum and Assessment Authority with students' enrolment and results information for students' learning accounts.
  - Administer the [Queensland Core Skills Test](#) to eligible students.

### **And to make judgements about student performance:**

- Use a range of evidence of student learning to monitor student progress and assess student achievement — refer to [Assessment](#).
- Judge the quality of each student's achievement using the relevant curriculum standards.
- Make an on-balance judgment across a range and balance of assessments to award an overall level of achievement — refer to [Assessment](#).
- Use moderation processes to support consistency in teacher judgments and comparability of reported results.
- Comply with Queensland Curriculum and Assessment Authority procedures for moderation and certification for Years 11 and 12.

## For reporting Maleny High will:

- Complete the appropriate report format in OneSchool to issue a written report to parents twice yearly — on the learning area/subjects studied in the reporting period.
- Use the five-point scale nominated for the year level, to report student achievement in each learning area/subject studied — refer to [Reporting to parents](#).
- On request from a parent show the student's achievement, in the learning areas/subjects studied, relative to that of other students in their peer group at the school (that is, the number of students in each of the five achievement ratings).<sup>1</sup>

This is subject to the privacy of individual students being maintained.

- Report on Effort and Behaviour — refer to [Reporting to parents](#).
- Offer parents the opportunity, twice a year, to discuss their child's educational performance at the school with their child's teachers.
- Report to parents on their child's results in Years 7 and 9 national tests as provided by the Queensland Curriculum and Assessment Authority.
- For students who were provided a different year-level curriculum than their age cohort for the reporting period — in one or more learning areas — as documented in their Individual Curriculum Plan:
  - assessment and reporting is against the achievement standard for the year- level curriculum they were taught
  - in the Comments section of the report indicate the particular year-level curriculum that the student was provided during the reporting period for the learning areas / subject(s). (This provision will have been previously negotiated with parents. Refer to [A whole school approach to support student learning](#).)
- For students learning English as an additional language or dialect (EAL/D) in their first 12 months of Australian schooling, there can be an exemption from the five point scale reporting requirement, if this is judged necessary by the Principal. For these students, reports are to contain a written statement about the student's:
  - English language proficiency against the [Bandscales State Schools \(Queensland\) for EAL/D Learners](#)
  - achievement in the learning areas/subjects of the curriculum if appropriate.

## PEDAGOGICAL FRAMEWORK

At Maleny High the pedagogical framework is Marzano's ART and SCIENCE of Teaching. This framework encompasses

- Classroom strategies and behaviours
- Planning and preparation
- Reflecting on Teaching
- Collegiality and professionalism

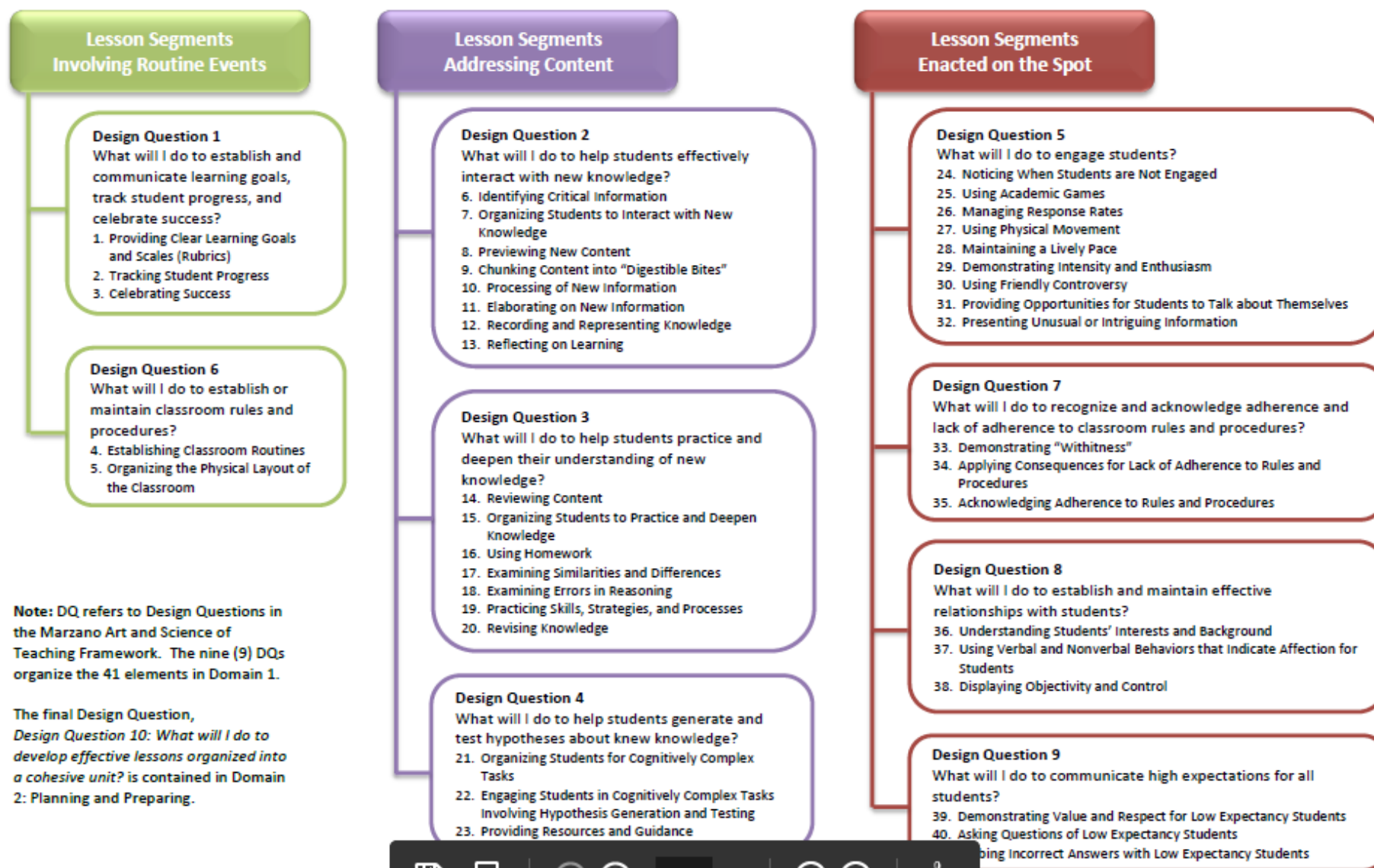
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<sup>1</sup> On a parent request for comparative reporting, schools may choose one of two formats provided in OneSchool. The choice to either embed the comparison within the report, or to attach the comparison at the end of the report is informed by consultation with the school community.



## Domain 1: Classroom Strategies and Behaviors

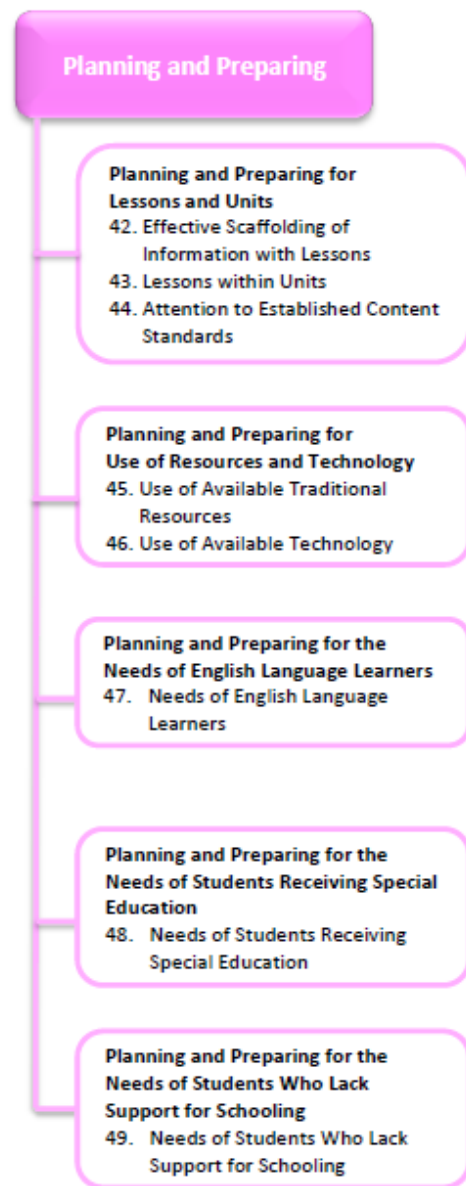
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



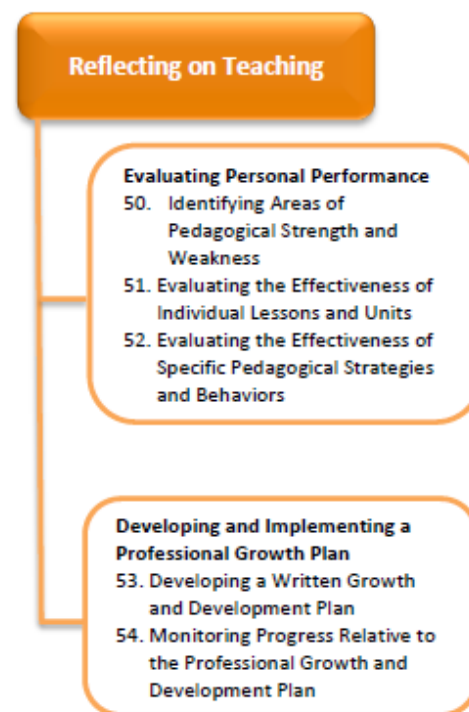
**Note:** DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, *Design Question 10: What will I do to develop effective lessons organized into a cohesive unit?* is contained in Domain 2: Planning and Preparing.

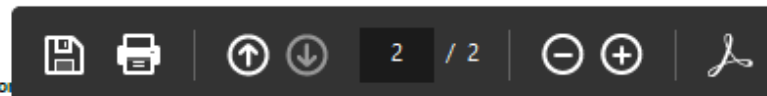
## Domain 2: Planning and Preparing



## Domain 3: Reflecting on Teaching



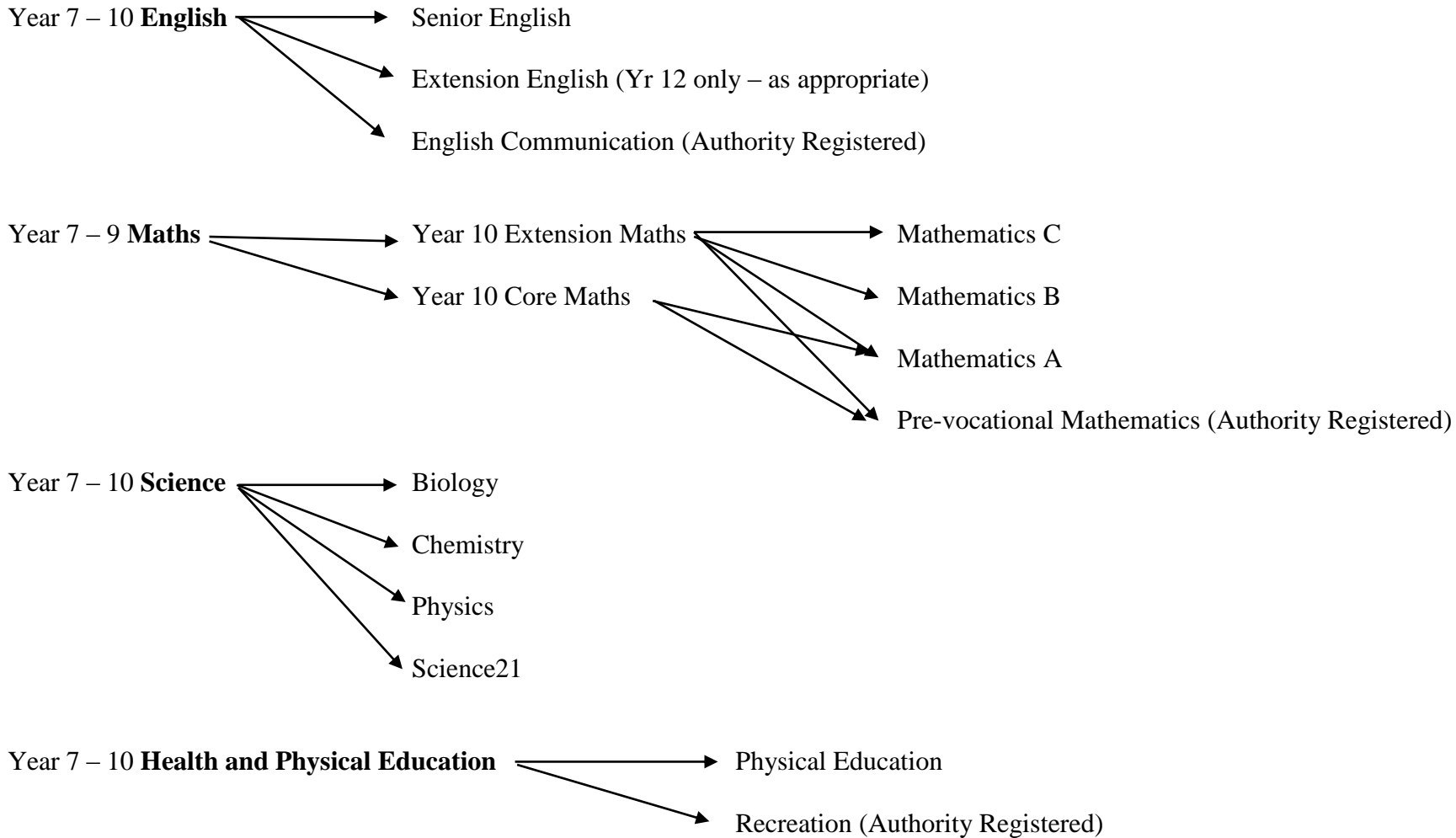
## Domain 4: Collegiality and Professionalism

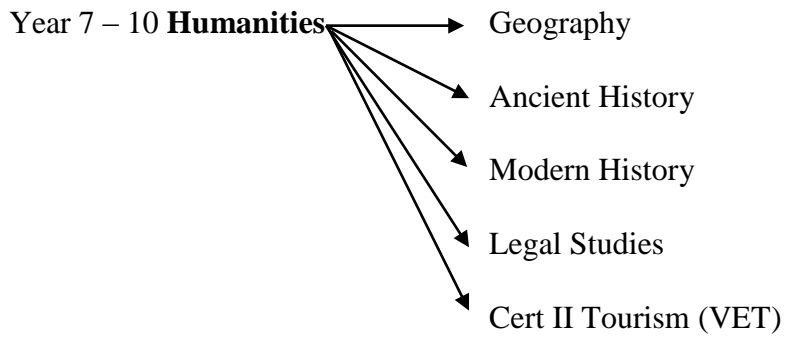




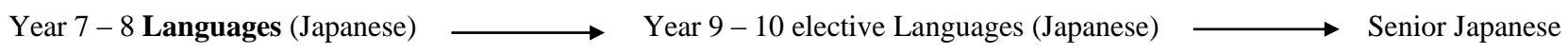
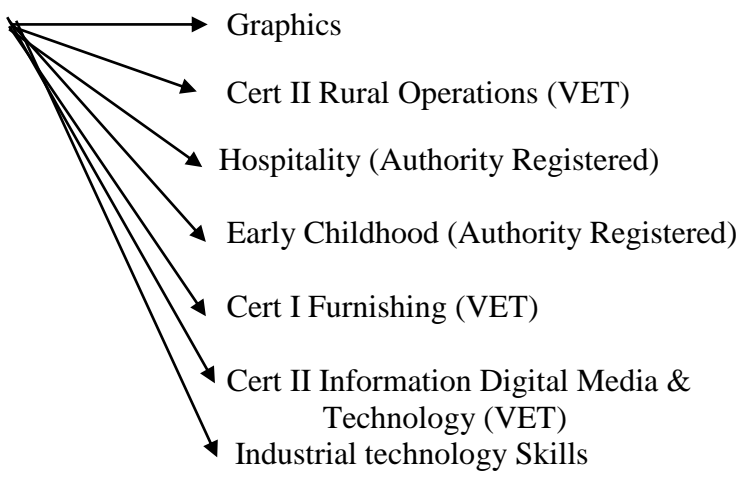
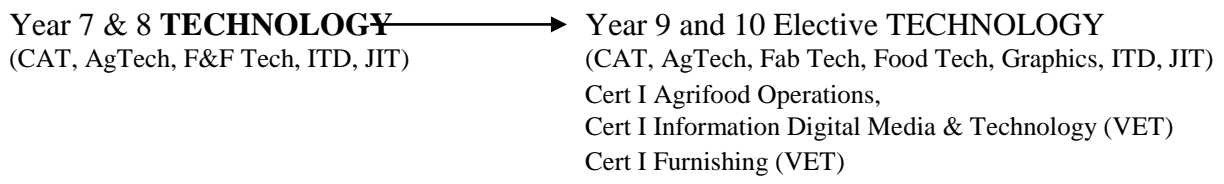
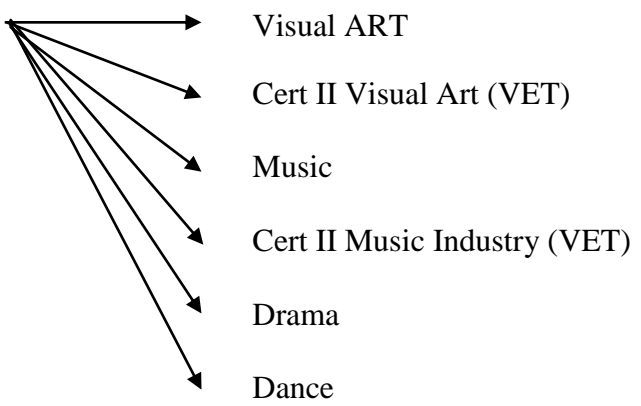
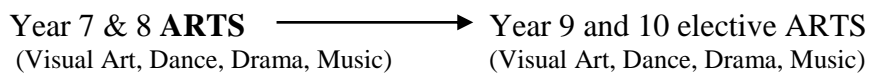
# CURRICULUM PLAN OUTLINE/ IMPLEMENTATION

The curriculum structure at Maleny High is one of sequential progression as outlined below:





**NB Humanities** covers History, Geography, **Civics and Citizenship**  
**and Economics and Business**



The curriculum program also includes other programs to produce a life-long learner. These programs include:

<p><b>Year 7:</b> Sport/interschool Sport Well-Being Music Excellence program (elective) Instrumental Music (elective) “Awesome” Well-being Program Leadership roles</p>	<p><b>Year 8:</b> Sport/Interschool Sport Well-Being Program Music Excellence program (elective) Instrumental Music (elective) Year 8 Camp Leadership roles</p>	<p><b>Year 9:</b> Sport/Interschool Sport The RITE Journey (Well-Being Program) Music Excellence program (elective) Instrumental Music (elective) Year 9 Camp Tertiary/Career Expo Leadership roles</p>
<p><b>Year 10:</b> Building Bridges Program Instrumental Music (elective) Career Education Program (Work Experience/SET plan) Tertiary/Career Expo FLEXI school curriculum</p>	<p><b>Year 11:</b> Instrumental Music (elective) Tertiary/Career Expos Leadership program including camp Leadership roles FLEXI school curriculum VET in Schools program</p>	<p><b>Year 12:</b> Instrumental Music (elective) Tertiary/Career Expos QCS training program Leadership roles FLEXI school curriculum VET in Schools program</p>

## CURRICULUM PLAN TIME ALLOCATIONS

[Recommended curriculum time allocations for Queensland state schools — 2014-2016](#) has been used to allocate instruction time as closely as possible to those recommended, given timetable and personnel constraints. These time allocations may vary for the life of this curriculum plan.

# CURRICULUM PLAN IMPLEMENTATION

	2016	2017	2018	2019	2020
<b>Junior Secondary</b>	<b>Australian Curriculum Implementation</b> <b>Continual fine tuning</b> →	<b>Full and</b> →	<b>continued</b> →	<b>implementation</b> →	
<b>Senior Secondary</b>	<b>OP system</b> →	<b>Implementation</b> →	<b>Continued</b> →		
	<b>QCE &amp; QCIA</b> →	<b>Implementation</b> →	<b>Continued</b> →		
		<b>Staff familiarise themselves with the new Senior Australian Curriculum</b> →	<b>Australian Senior Curriculum &amp; ATAR Implementation</b> →		