



PALM BEACH  
CURRUMBIN  

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STATE HIGH

WHOLE SCHOOL CURRICULUM  
FRAMEWORK 2023



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*Palm Beach-Currumbin State High is committed to fostering a balanced, yet dynamic curriculum within a friendly community where all members may achieve their potential. We value quality teaching and learning and we aim to provide diverse and challenging experiences which equip students for their roles in society.*

## Curriculum Overview

Established in 1972, Palm Beach Currumbin State High (PBC), Queensland's most southern coastal high school, is located in the South East Region of Department of Education. Classified as a Level 10 High School, PBC currently has 2650 students enrolled across Years 7 to 12.

Our students are drawn from the local suburbs of Palm Beach, Currumbin, Tugun, Bilinga, Coolangatta, Elanora and Burleigh. The students at PBC represent a wide range of socio-economic backgrounds. PBC has a distinguished record of success in academic, cultural and sporting fields.

As a large school, we have the distinct advantage of offering a wide range of opportunities that targets the interests and ability levels of most students.

- Our school is committed to providing a personalised learning experience for every student. During student enrolment and at other significant times during the year, students are encouraged to explore their interests and career aspirations and to make appropriate subject choices.
- Excellence Programs provide exciting pathways for highly capable students in the fields of core Academics, Creative Arts and Sports.
- The Pathways Centre is a job resource facility that provides vocational opportunities for students to develop a diverse range of work related knowledge and skills.
- The International Program reflects our strong commitment to internationalism and a vibrant international program, which has up to 100 students enrolled at any time. International students participate in Study Tours, High School Programs, Study Abroad Programs and International Student Programs. The rest of the student population warmly welcomes the students and this adds to the relaxed and friendly school climate.
- Partnership with Griffith, Southern Cross and Bond Universities.
- An illustrious alumni, which, inspires students to aspire.
- Modern facilities including technology enhanced classrooms, well equipped science labs, aqua culture research centre, theatre, modern library, extensive kitchen and industrial technology facilities, a well-equipped gym and quality sporting facilities.
- High expectations of student behaviour and a comprehensive social and emotional learning curriculum, which teaches students the skills they need to be an engaged and responsible member of society.
- Unique marine studies and aquatic practices programs featuring over 100 water craft which takes advantage of the adjacent Currumbin estuary.
- To ensure every student engages with these opportunities our school is organised into two smaller schools.

## Curriculum Structure

### Learning Areas

PBC's curriculum framework is a dynamic framework that reflects the Department of Education's P-12 Curriculum, Assessment and Reporting Framework Policy. We have been working towards creating a school curriculum that is engaging, relevant and that leads to successful learning outcomes.



The curriculum is supported by an emphasis on the teaching-learning process and a comprehensive Positive Behaviour Learning (PBL) philosophy. In addition, the Clontarf Foundation and Indigenous community liaison staff via the Murri Jarjum program assists Aboriginal and Torres Strait Islander students to engage in their learning and make positive life choices.

The school has an active cultural program that includes Musical productions, International Tours to the USA and UK, Drama Festival, Creative Generation, Eisteddfod, Fanfare, School Bands and Ensembles. A diverse range of co-curricular and extra-curricular activities augments the formal curriculum and provides opportunities for students to develop their full potential.

Students also participate in additional programs both within the school day and during twilight sessions to help increase student outcomes in NAPLAN and ATAR.

See Tables 1 and 2

**Table 1: Overview of Curriculum Structure per year level**

Year Level	Curriculum Structure	
Year 7	All students are engaged in Mathematics, English, Humanities, Science, Health and Physical Education, Languages (Spanish), Arts and Technology. Flexibility/variations are applicable for students who are involved in excellence programs.	
Year 8	All students are engaged in Mathematics, English, Humanities, Science, Health and Physical Education, Languages (Spanish), Arts and Technology. Flexibility/variations are applicable for students who are involved in excellence programs.	
Year 9	All students are engaged in Mathematics, English, Science, Humanities and Health and Physical Education. Students are engaged in at least two electives of their choice (from any discipline).	
Year 10	The quality and delivery of learning will replicate senior subjects. Year 10 is designed as a transition year. English, Mathematics and Science are compulsory. Students choose three other electives (from any discipline) to create a total of 6 subjects.  Variable Progression Pathway (VPP). Select Year 10 students are offered the opportunity to commence a senior ATAR General subject instead of an elective. This pathway offers capable students the chance to commence part of their senior studies one year early, timetabled concurrently in a Year 11 class. Students typically complete the subject and undertake their senior external exam at the end of Year 11. Credit for the subject is held over for the ATAR calculation the following year, as are the earned QCE points.  In year 10 students are engaged in devising their SET plan which explicitly determines their goals and senior pathway. Liaison with parents occurs during this process.	
Year 11 & 12	Students complete 6 subjects (English and Mathematics are compulsory). Flexibility/variations are applicable for students who are involved in excellence programs such as sports, academic or creative arts excellence programs.	
Special Programs	<ul style="list-style-type: none"> <li>• CARE Program</li> <li>• Growing Good Men</li> <li>• Growing Good Women</li> <li>• Rock N Water</li> <li>• MEGA Mental Fitness</li> <li>• Chase the Sun</li> <li>• Potential Through Tenacity (PTT)</li> </ul>	<ul style="list-style-type: none"> <li>• QuickSmart</li> <li>• Transformational Pulse</li> <li>• Preparing for Success (Study Skills Y11)</li> <li>• Clontarf Academy</li> <li>• Murri Jarjum</li> <li>• FLIP (Focused Language Intervention for EALD students)</li> <li>• Skills, Study and Transition (SST) Program (Yr 10 -12)</li> </ul>

**Table 2: Breakdown of Curriculum Hours in years 7 - 10**

Key Learning Area		Hours per year			
		Year 7	Year 8	Year 9	Year 10
English		140	140	140	140
Mathematics		187	140	140	140
Science		93	140	140	140
Humanities and Social Science		140	140	70	
History				Electives	Electives
Geography					
Economics and Business					
Civics and Citizenship					
H.P.E.		70	70	70 + Elective	Elective
The Arts	Dance	70	70	Electives	Electives
	Drama				
	Media Arts				
	Music				
	Visual Arts				
Languages – Spanish		70	70	Elective	Elective
Technology	Technology (Engineering, Design, Digital and Food)	70	70	Electives	Electives

## Curriculum Planning

### Collaborative Planning

PBC intentionally employs a collaborative approach to Curriculum Planning. Planning sessions occur at appropriate junctures allowing engagement with assessment and reporting data to refine curriculum and support continuous improvement in the achievement of all students. This approach facilitates engagement with relevant syllabi, curriculum policies and educational trends, sharing of effective and relevant school pedagogical practices and building of expert teaching teams.

All subjects have a designated coordinator. Subject coordinators take lead in facilitating collaborative planning, assessment and moderation processes.

Unit resources are maintained on 'G Drive' and are undergoing a transition to a school agreed TLAP as units are updated. From 2021, unit materials are to be stored on SharePoint.

**Table 3: Curriculum Planning Expectations at PBC**

<b>Assessment</b>	<p>The assessment documents include the following:</p> <ul style="list-style-type: none"> <li>• Assessment item and associated task sheet specifying the assessment conventions</li> <li>• Guides to Making Judgements (Criteria/ISMG) highlighting relevant achievement standard and assessable elements</li> <li>• Pre-assessment item and associated marking guide</li> <li>• Exemplars: <ul style="list-style-type: none"> <li>• Years 7 - 10: 'A' grade unpacked exemplars (for teacher use only).</li> </ul> </li> </ul>
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	<b>Note:</b> All 11 and 12 subjects follow QCAA guidelines for curriculum planning and assessment.
<b>Unit Plan</b>	<p>The curriculum planning includes a 'unit plan' which is a teaching and learning sequence detailing topics/lessons covered across the unit of work and makes reference to:</p> <ul style="list-style-type: none"> <li>• Unit Objective/s: <ul style="list-style-type: none"> <li>○ Outline the key concepts and skills addressed in the unit aligned to Australian Curriculum Descriptors/Syllabus Objectives/Dimensions/Vet Competencies covered.</li> </ul> </li> <li>• Unit Goal/s: <ul style="list-style-type: none"> <li>○ Detail what student will be able to do on the completion of the unit with respect to assessment and application of learnt knowledge and skill.</li> </ul> </li> <li>• Lesson/Topic Objectives: <ul style="list-style-type: none"> <li>○ Detail what student will be able to do on the completion of the lesson.</li> </ul> </li> <li>• Formative Assessment: <ul style="list-style-type: none"> <li>○ Pre-Test</li> <li>○ Monitoring Tasks</li> </ul> </li> <li>• Draft/mock assessment/revision activities/exam preparation techniques</li> <li>• Final assessment</li> <li>• Suggestions for differentiation</li> </ul> <p>[Plus an explicit reference to the following as appropriate: General Capabilities, Cross Curricular Priorities, Cognitive Verbs, Study skills, TTR]</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Resources are accessible to all teachers and/or students as applicable.</li> <li>• A range of resources are available to help make learning accessible to the full range of students including scaffolding, core and extension resources.</li> <li>• Resources align with the learning goal, term plan and assessment.</li> </ul>
<b>Templates</b>	<ul style="list-style-type: none"> <li>• Senior Schooling QCAA Assessment Template</li> <li>• PBC TLAP Template *</li> </ul>
*	Senior Subjects have already adopted the new PBC TLAP template. Junior subjects are currently making the transition as units are updated and redeveloped Guaranteed and Viable Curriculum (GVC).

## Quality Assurance

All Heads of Department (HOD) work with course coordinators and collaborative planning teams to quality assure the programs within their faculty to ensure all assessments meet the curriculum intent of each course and that assessment items align to the curriculum intent and allow students to access all grades and levels. Senior subjects go through an internal quality assurance process with the relevant HOD prior to being endorsed externally by the QCAA.



## Differentiation

### Structural Differentiation

The curriculum is planned for all students in ways that inclusively cater for and is responsive to the diverse range of learners through a broad range of support including, differentiated curriculum delivery, intervention programs and excellence programs.

- **Differentiated delivery** – Ensures that every student is supported to access and participate in the curriculum.
- **Intervention Programs** – For groups and/or individuals that are planned, designed and implemented in response to formative assessment. E.g. Quicksmart, Essential Maths and English, FLIP, LAN.
- **Excellence Programs**- Identification of students who exhibit outstanding aptitude and talent in the areas of Academic Excellence, Sport Excellence and Creative Arts Excellence.

### Differentiated Instruction and Explicit Teaching

All teachers at PBC differentiate their instruction and explicitly teach content. Staff access their class data including NAPLAN results and subject achievement data. Teachers also utilise pre-tests and monitoring tasks to inform instructional practice to support student learning. In Junior Secondary, teachers supplement this data with PAT Mathematics and PAT Reading Testing data. Teachers use this data to identify and inform required scaffolding, one-to-one support, adjusted learning activities and/or experiences in class. Relevant school personal work collaboratively with class teachers to support student learning. Students' progress through the Supporting Student Learning flowchart where achievement is still unsatisfactory.

### Focused Teaching Intervention

Focused teaching intervention includes the use of reasonable adjustments, special considerations and additional scaffolding supports that address barriers to learning. Teachers monitor student progress and identify students who no longer need support. Focused teaching supports for individual students are documented in a Personalised Learning Plan (PLP). Focused teaching supports for groups are documented in a Master Support Provision as an Individual Support Plan (ISP). Relevant HOD must approve all adjustments for student's in years 7 - 10. All adjustments for student's in years 11-12 refer to senior assessment policy – AARA process.

### Intensive Teaching Intervention

Individualised, intensive supports and curriculum modifications are utilised to assist a small number of students who are achieving well below the year-level achievement standards in some or all learning areas. For some students, intensive teaching may be needed for a short periods. Students who are working towards a different year level are placed on an Individual Curriculum Plan (ICP) in years 7 -10 and a Queensland Certificate of Individual Achievement (QCIA) in years 11- 12. Modifications must be reported and a statement that acknowledges that the student is operating on a modified program must be included in the students report.

[View Inclusion Plan](#)

[View Flowchart for supporting student learning](#)

[View JS AARA Planner](#)

[View SS AARA QCIA](#)



## Assessment

### Standards Based Assessment

In Queensland, schools use a system of standards-based assessment. This means that Palm Beach Currumbin State High devises and implements assessment programs based on state-wide requirements for assessment programs and agreed standards for making judgements about student achievement. This includes:

- Australian Curriculum Achievement Standards
- National Assessment Literacy and Numeracy (NAPLAN)
- QCAA Curriculum documents and marking guides

*These requirements provide a common frame of reference against which teachers assess and report student achievement (Guidelines for student achievement and moderating teacher judgements).*

PBC has a strong assessment framework that drives continual improvement. This culture is exemplified by:

- Systematic alignment of curriculum, assessment, moderation and reporting practices through 'backward mapping' of assessment.
- Intentional use of collaborative planning to improve curriculum and assessment knowledge and development of expert teaching teams.
- Interrogation of data to inform instructional practice, delivery of curriculum and assessment and professional development.

All assessment dates are distributed to students (individual assessment schedule) and published on the school calendar and website by week 3 of each semester. Students are expected to record draft and due dates in their student planner.

The purposes of assessment are to:

- promote, assist and improve student learning
- inform programs of teaching and learning;
- provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students

Quality assessment can achieve these three purposes simultaneously and becomes a seamless part of the everyday activities of a teacher.

[7 – 10 Secondary Assessment Policy](#)

[11 & 12 Senior Secondary Assessment Policy](#)

### Assessment of Learning - Summative Assessment

The purpose of Summative Assessment is to gather evidence against relative achievement standards to report progress to parents/careers and as an integral component of systematic curriculum delivery to drive curriculum improvement. High quality summative assessment allows students to demonstrate depth of content understandings and degree of skills and is:

- Valid - aligned with what is taught, learned and assessed
- Accessible – All students are given opportunities to demonstrate what they know and can do
- Reliable - results are consistent, dependable or repeatable





## Assessment for Learning – Formative Assessment

Teachers gather evidence of student progress also known as assessment for learning. Examples of evidence include:

- Pre-Tests
- Formative Assessment
- Summative Assessment
- Diagnostic Tests (PAT Testing)
- NAPLAN Data
- Level of Achievement Data

Formative Assessment allows opportunities for teachers to:

- provide effective feedback to students.
- track student progress against the relevant achievement standards.
- inform instructional practice to maximise student outcomes.
- actively involve students in their own learning. It is important students know:
  - Know what they are learning,
  - How they are going,
  - Why they are learning it,
  - How they can improve,
  - Where they can go to get help.

### Pre-assessment

Pre-assessment takes place before content has been taught and is designed to allow students to express their existing understanding and skills related to the unit of work they are about to undertake. Quality pre-assessment allows teachers to identify students' level of understandings and skills and inform differentiation required to maximise student learning.

### Monitoring Tasks

Formal and informal monitoring tasks should be regularly implemented during each unit of work to monitor student progress, provide students with targeted feedback and inform instructional practice to maximize student outcomes. Further, if evidence collected indicates that a student is at risk of failure, parent/care givers must be contacted and recorded on OneSchool.

### Feedback

Feedback is an essential part of the assessment cycle. However, it is important that students understand how they are tracking throughout the learning process, not just after they have completed a formative or summative assessment activity.

The feedback process has three stages:

1. **Feed up** by establishing the purpose – why are we learning this? This is linked to the learning goal/s for the unit of work. Students need to understand how what they are doing in class links to the unit as a whole.
2. **Feedback** to show students how they are progressing toward the learning objective and the mastery of skills and content required.
3. **Feed forward** by communicating to the students where the learning is taking them by communicating how the learning activities, learning objectives and learning goals inter-relate and how this content and/or skills will act as the foundations for learning in future units of work.



Teachers should provide targeted feedback on monitoring tasks and tools specific to the individual student. Feedback should:

- relate directly to the learning aligned to the Australian Curriculum learning areas and/or subjects in each year and/or band.
- focus on the quality of the student response and how to improve it.
- reflect the student's learning goals.
- encourage self-regulation.

## Moderation

Moderation is a process that enables teachers (within and across schools) to gain consistency of their judgments against a common, external standard.

At PBC moderation takes place at the following junctures:

- **Planning Stage** – During collaborative planning 'backward mapping' of assessment allows teachers to engage with success criteria to refine units, ensuring learning goals, objectives and activities are aligned to the knowledge, understanding and skills demanded by the assessment.
- **Pre-Moderation** – Occurs prior to teaching of content to inform instructional practice. Pre-Moderation ensures that all teachers understand the assessment requirements and standards prior to preparing their students for the assessment.
- **Recalibration** – Engagement with exemplars. Teachers reengage with exemplars to adjust and refine instructional practice and/or recalibrate requirements for marking.
- **Post Moderation** – After grading of assessment teachers moderate grades in subject teams or as directed by relevant HOD to ensure consistency in judgement.
- **Reporting** - use of digital student profiles to calculate grade helps to ensure consistency across the cohort.

[View Moderation Guide](#)

## Reporting

Reporting is used to provide information to parents and carers about the learning and achievement of their children. It is also an integral component of the teaching and learning cycle and should be used to drive improvements in curriculum delivery and student achievement. Opportunities are provided for parents to meet with teachers to discuss their student's progress and reports throughout each year.

### Informal Reporting Procedure

Throughout the year teachers are informally reporting on the progress of students in their classes. This happens in a variety of ways including tracking student performance through class and homework activities; the use of proficiency scales; draft work, assessment progress checks and 'mock' assessment activities. This information is used to monitor individual student progress toward their overall level of achievement.

If a student is tracking toward a D or E grade in achievement the teacher will contact parents via email or phone call/message to discuss this progress and will provide feedback on how the student can improve. This contact will be recorded on OneSchool by the teacher. Contact must be timely, preferably at draft or pre-assessment stage, to provide parents/carers with appropriate time to act on feedback.



If a student is demonstrating unacceptable behaviour and/or effort in class the teacher will contact parents via email or phone call/message to discuss possible intervention strategies. This contact will be recorded on OneSchool.

Student success is celebrated and reported on a regular basis. This acknowledgement occurs via Optima Assemblies, Optima Postcards, and Positive Behaviour Records in One School, parent contact via email or phone call/message. In Junior Secondary additionally students may be receive Optima Awards for behaviour and effort that align with the school's Optima code – Be safe, Be a learner and Be respectful. These acknowledgements would be recorded by the teacher in One School as a Positive Behaviour record.

[View PBC Teacher – Parent Communication Protocols](#)

## Formal Reporting Procedure

In years 7 to 10 students learning of the intended curriculum is reported using a 5-point standards scale (see table below).

Where a student undertakes a vocational education pathway achievement should be reported for this as competent or not competent in the section marked. Schools will report on the 'standards' achieved using the Achievement ratings on the reporting format, for the subjects that are offered.

In years 11 and 12 student learning of the intended curriculum is reported using school- determined formats indicating what has been learned and how well. A 5-point standards scale (see table below) is used for students enrolled in QCAA subjects for their standard school reports. Students are also encouraged to access their QCAA student portal, which provides in-depth data of how they are progressing towards their QCE, including numerical grades for assessment in General subjects.

Palm Beach Currumbin State High parents will receive an interim progress report at the end of term 1 and term 3 as well as reports at the end of semester 1 and semester 2 each year. Formal Parent / Teacher conferences will be offered annually and by appointment as and when required – teachers can request an appointment on both the interim and end of semester reports. Interim reports (end of Terms 1 and 3) communicate the achievement grade achieved in assessments completed in the relevant term only plus ratings for effort and behaviour. End of semester reports (end of Term 2 and 4) communicate the achievement grade based on assessments completed in the relevant semester (Terms 1 and 2 = Semester 2 and Terms 3 and 4 = Semester 2) and ratings for effort and behaviour.

**Table 4: Reporting Standards Scale**

Reporting Standards Scale			
Achievement		Effort and Behaviour	
7 - 10	11 - 12 *		
A	A	A	Excellent
B	B	B	Very Good
C	C	C	Satisfactory
D	D	D	Need Attention
E	E	E	Unacceptable
N Awarded when a student did not complete assessment with approved circumstances determined by the relevant curriculum HOD on a case by case basis.		Descriptions to help teachers determine the appropriate effort and behaviour grade is outlined in the 'Behaviour and Effort Criteria' document linked below.	
* Calculated based on individual subjects QCAA guidelines.			



Table 5: Behaviour and Effort Criteria

### PBC Reporting Effort and Behaviour Matrix

	EFFORT	BEHAVIOUR
<b>EXCELLENT</b>	<p><b>CONSISTENTLY ...</b></p> <p>Remains on task and focused            Manages their time effectively            Seeks and uses teacher feedback            Contributes to the class            Works productively individually and in teams            Takes responsibility for own learning            Punctual and 'ready to learn'            Submits homework, drafts and assessment on time</p>	<p><b>CONSISTENTLY...</b></p> <p>Demonstrates excellent attitude to work and growth mindset            Shows respect and consideration for others (staff, students and visiting teachers)            Demonstrates appropriate conflict resolution strategies            Able to work with limited supervision            Follows our PBC Optima Code</p>
<b>VERY GOOD</b>	<p><b>MOSTLY...</b></p> <p>Remains on task and focused            Manages their time effectively            Uses teacher feedback            Contributes to the class            Self-managed and able to work in teams            Punctual and 'ready to learn'            Submits homework, drafts and assessment on time</p>	<p><b>MOSTLY...</b></p> <p>Demonstrates positive attitude to work and attempts new tasks            Shows respect and consideration for others (staff, students and visiting teachers)            Demonstrates appropriate conflict resolution strategies            Works with limited supervision            Follows our PBC Optima Code</p>
<b>SATISFACTORY</b>	<p><b>USUALLY...</b></p> <p>On task and focused            Manages their time            Accepts teacher feedback if needed            Self-managed and demonstrated capacity to work in teams            Punctual and "ready to learn"            Submits homework, drafts and assessment on time</p>	<p><b>USUALLY...</b></p> <p>Demonstrates good attitude to work and attempts new tasks            Shows respect and consideration for others (staff, students and visiting teachers)            Co-operates with others and acts in a safe manner            Can work with limited supervision            Follows our PBC Optima Code</p>
<b>NEEDS ATTENTION</b>	<p><b>AT TIMES...</b></p> <p>Requires prompting to stay on tasks            Struggles to manage their time and complete tasks            Will not accept or use teacher feedback            Student works independently and in teams, but requires regular teacher prompting and support            Punctual but not always "Ready to Learn"            Completes homework, drafts and assessment</p>	<p><b>FREQUENTLY...</b></p> <p>Demonstrates poor attitude to work and rarely attempts new task independently            Needs reminding to show respect and consideration to staff, students and visiting teachers            Requires communication between home and school to assist with behaviour choices            Needs reminding of the PBC Optima Code</p>
<b>UNACCEPTABLE</b>	<p><b>RARELY...</b></p> <p>Works without distracting others even with teacher prompt and support            Completes set tasks            Accepts or acts on teacher feedback            Able to work independently or in teams due to frequent disruptive behaviour and requires constant supervision            Punctual and "ready to Learn"            Submits homework, drafts and assessment</p>	<p><b>CONSISTENTLY...</b></p> <p>Demonstrates very poor attitude to work and refuses to attempt new tasks            Shows occupational disrespect to staff, students and visiting teachers            Requires contact home and administration support to assist in managing consistent and persistent misbehaviour            Unable to follow the Optima Code</p>



[View Parent/Teacher Conference Guidelines](#)

## School-wide Data Plan

The school-wide data plan makes data part of an on-going cycle of instructional improvement. The data plan aims to establish a clear vision for school-wide data use and provide support that fosters a data-driven culture within the school to enhance student outcomes. Our measure of success as a school is based squarely on a student's academic performance, whether that is on a unit assessment piece or a Benchmark test. The challenge for our teaching and leadership teams is to not only provide an individual approach which nurtures each student's needs so that they may perform at their very best but also to build the capability of our teachers to meet this challenge.

[View Data Plan](#)

## Literacy

Literacy is defined as the flexible and sustainable mastery of a repertoire of practices with the texts of traditional and new communications technologies via spoken language, print, and multimedia (Literate Futures). Success in any learning area depends on being able to use the significant and distinctive literacy that is important for learning and representative of the content of that learning area.

Literacy improvement is supported by the appointment of a Literacy Coordinator to oversee the research and development of resources to support literacy improvement in all learners. The Literacy Coordinator works collaboratively with course coordinators and teachers of JS English and Humanities to differentiate resources in line with subject and Australian Curriculum requirements. These resources are available to all teachers and are located in K9.

To achieve these goals PBC's Literacy Plan outlines the strategies employed to maximise student outcomes in all learning areas, NAPLAN, ATAR and Personalised Pathways.

The strategy is comprised of four key areas:

1. Comprehensive English curriculum which promotes skill practice and mastery.
2. Evidence based targeted individual skill development.
3. Subject based literacy.
4. Resources and Professional Development.

[View Literacy Plan](#)

## Numeracy

Numeracy is the capacity, confidence and disposition to use Mathematics to meet the demands of learning, school, home, work, community and civic life.

Numeracy improvement is supported by the appointment of a Numeracy Coordinator to oversee the research and development of resources to support numeracy improvement in all learners. The Numeracy Coordinator works collaboratively with course coordinators and teachers of JS Mathematics and Science to differentiate resources in line with subject and Australian Curriculum requirements. These resources are available to all teachers and are located in K9.



PBC's Numeracy Plan outlines the strategies employed to maximise student outcomes in NAPLAN, ATAR or Personalised Pathways and the numeracy demands of each subject area.

The strategy is comprised of four key areas:

1. Comprehensive Mathematics curriculum which promotes skill practice and mastery.
2. Targeted individual skill development.
3. Subject based numeracy.
4. Resources and Professional Development.

[View Numeracy Plan](#)

## Legislation and Policies related to Curriculum Framework

### Assessment

Assessment administered by guidance officers or psychologists policy statement

Australian Curriculum

Curriculum provision to gifted and talented students

Curriculum provision to students with disability

Curriculum provision to students with diverse learning needs

Disability Discrimination Act (1992)

Education Qld Guidelines for Reporting Student Achievement

Education Qld Assessment Guidelines

Education Qld Pedagogy Guidelines

Education Qld Moderation Policy

EQ implementation of Phases 2 & 3 Australian Curriculum F (Prep) - 10

### Homework

Inclusive Education Policy

Independent Public Schools

Learning and Wellbeing Framework (LAWF)

Literate Futures

National Safe Schools Framework

P-12 curriculum, assessment and reporting framework

Parent and community engagement framework

Pedagogical framework

QCAA Assessment Guidelines

Reporting to parents

School Improvement and Accountability Framework

School planning, reporting and reviewing framework

Smart Classrooms

Students with Disabilities Program

Supporting student health and wellbeing in Queensland state schools

A whole school approach to improving student achievement