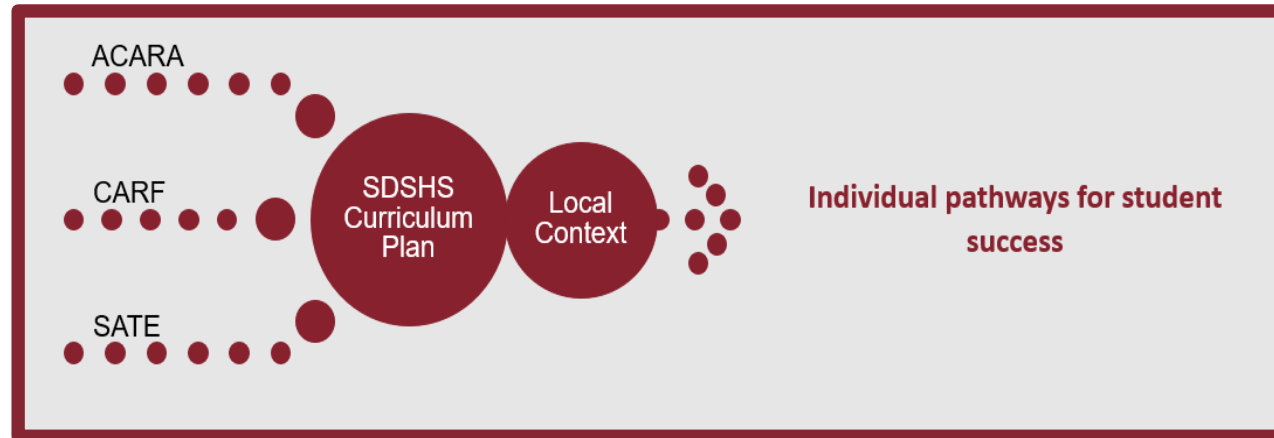




SANDGATE DISTRICT STATE HIGH SCHOOL

Whole school curriculum and assessment plan 2025-2026

Rationale:



ACARA – Australian Curriculum, Assessment and Reporting Authority
 CARF – Curriculum, Assessment and Reporting Framework
 SATE – Senior Assessment and Tertiary Entrance

School Information and Data		
Total enrolments	<ul style="list-style-type: none"> 1067.2 (Day 8, 2025) 	Sources for gathering information and data: Systemic: <ul style="list-style-type: none"> SORD School Opinion Surveys Next Step One School reports Naplan ACARA MySchool School-based: <ul style="list-style-type: none"> Formative and summative assessment Achievement Data Diagnostic Testing – PAT testing School devised surveys Academic Reviews TrackEd reports
Year levels	<ul style="list-style-type: none"> 7-12 	
Student Information:	<ul style="list-style-type: none"> ICSEA: 1006 Students in Care: 0.7% Students with Disability 25.7% Indigenous students 5.3% EALD students: 14.3% Male students: 51% Female students: 49% 	
Staff information	<ul style="list-style-type: none"> Number of teaching staff: 81 FTE Number of non-teaching staff: 28.78 FTE 	
Systemic Priorities – Equity and Excellence – Realising the potential of every student		
1. Educational Achievement 2. Wellbeing and Engagement 3. Culture and Inclusion		
School-based priorities On track for Success – Recognising changing needs and supporting every student to stay on track with positive transitions from upper primary through junior secondary. Ready for the future – Preparing every student for their future and supporting positive transitions from school onto their next steps into further education and employment.		

Sandgate District State High School Annual Improvement Plan priorities

Our top three priorities are:

1. **Connecting - Students** -Attendance, Engagement, Performance and Well-being
2. **Learning – Teaching, Learning and Mindset** – Signature Practices, Effective Teaching and Learning
3. **Succeeding – Curriculum, Pathways and Partnerships** – Curriculum, Quality Assurance, Feedback and Moderation, Enrichment Programs and Productive Partnerships

Our Vision, Mission and Values

Vision: Our vision is to cultivate a community of lifelong learners and leaders, committed to excellence, personal growth, and positively impacting our evolving world.

Overall, this vision statement reflects Sandgate District State High School's dedication to providing an education that is comprehensive, future-focused, and designed to prepare students to be proactive, knowledgeable, and responsible citizens in a global community.

Mission: Expanding Horizons.

Values:

Perseverance (P): The commitment to continue striving towards goals, even in the face of challenges and obstacles. It involves resilience, persistence, and the determination to overcome difficulties while pursuing academic and personal aspirations.

Respect (R): The act of showing consideration and appreciation for oneself, others, and the surrounding environment. Respect involves acknowledging the value and dignity of every individual, embracing diversity, and fostering a culture of kindness and understanding.

Innovation (I): The pursuit of creative and original thinking in learning, problem-solving, and project development. Innovation encompasses the encouragement of new ideas, experimentation, and the willingness to take intellectual risks to advance knowledge and practice in various fields.

Dedication (D): A deep commitment to a task or purpose, characterised by hard work, passion, and a strong sense of responsibility. Dedication is about consistently putting effort into achieving goals and maintaining a high standard of performance in academic and extracurricular activities.

Excellence (E): The continual pursuit of the highest standards in academic achievements, personal development, and community contributions. Excellence is about striving to be the best in every endeavour, enhancing personal capabilities, and contributing positively to the broader community.

Together, these values form the acronym "**PRIDE**," reflecting a comprehensive and inspiring set of principles that guide the behaviour and aspirations of the school community.

Signature Pedagogy Practices

Sandgate District State High school uses the work of Marzano in the New Art and Science of Teaching (NASOT) as the framework for our signature teaching and learning practices within our classrooms. The NASOT model frames teaching and learning from a student outcomes perspective and provides an appropriate framework for teachers to design, implement, reflect upon and continuously improve teaching and learning for all students.

Signature Programs

Sandgate District State High School offers a number of signature programs which allow suitably talented and motivated students to extend their learning in their chosen field.

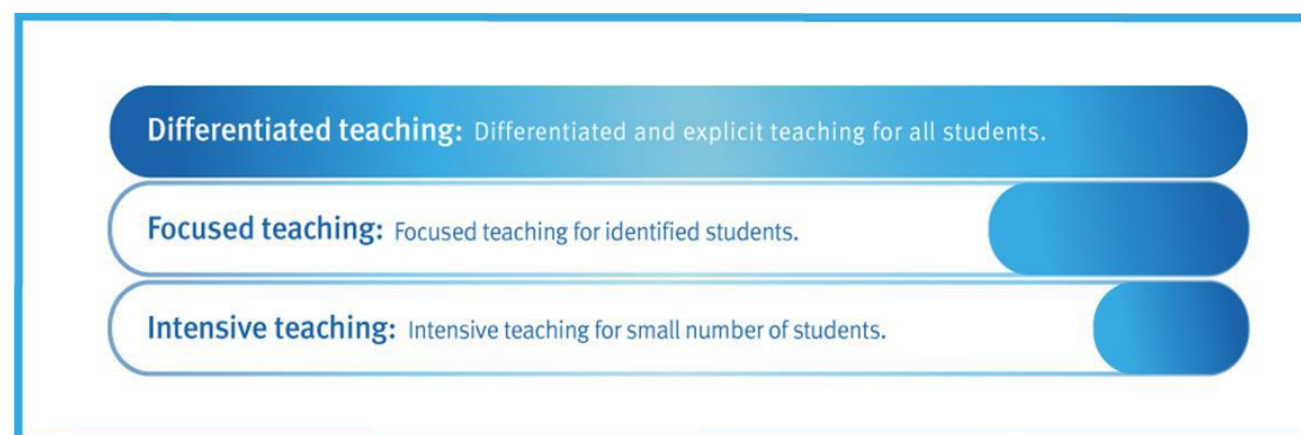
- **Excelsior**
 - Excelsior English
 - Excelsior Mathematics
 - Excelsior Science
 - Excelsior Humanities
- **Athlete Development Program**
- **Music Excellence Program**
- **Dance Excellence Program**

Excelsior (Latin adverb) Ex•cel•si•or <i>Onwards and Upwards</i>	Athlete Development Program	Dance Excellence Program	Music Excellence Program
This innovative and exciting program allows students from year 7-10 to tailor their learning experiences in an environment specifically tailored towards enrichment (onwards) and extension (upwards). Based on the Australian Curriculum, the Excelsior Program offers students the opportunity to develop: <ul style="list-style-type: none"> • Higher order thinking skills 	Athletes who wish to extend their physical and mental capabilities will be able to access insight and input from external providers and experienced staff who will assist them to develop the skills to transfer their learnings to apply to their chosen sport. Students will benefit from Acceleration Australia (sprint training) Physiotherapy screening,	Students with a passion and talent for dance will have the opportunity to further develop their technical skills and performance abilities by focusing on a variety of performance styles. They will be challenged to extend their abilities in a high-level performance troupe.	Students with a passion and exceptional talent for instrumental and/or vocal music performance will have the opportunity to develop and refine their talents by engaging in a variety of ensemble groups, solo and chamber performances in a wide range of musical styles that suit their music style. Students will develop

<ul style="list-style-type: none"> • Creativity, innovation and problem-solving skills • Global citizenship, team building, collaborative and communication skills • Competitions, excursions and unique learning opportunities • Industry, business or university partnerships 	<p>rehab program development, nutritionists and sports excursions.</p>	<p>Featuring weekly rehearsals with Dance staff, visiting choreographers and dance professionals, Students will have the opportunity to interact with like-minded students across the school and work with senior mentors as they continue their music development. The Dance Excellence Program runs as an extra-curricular program outside of school hours.</p>	<p>music theory, composition, improvisation, and performance skills through weekly tutorials provided by school staff. Students will have the opportunity to interact with like-minded students across the school and work with senior mentors as they continue their music development. This program supports student progress through the AMEB theory syllabus.</p>
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Differentiated Programs for Learning Engagement

At Sandgate District State High School, a whole school approach directs support to different levels of student need. Three layers provide a continuum of support with increasingly focussed and personalised teaching and intervention at each successive layer – including increasing levels of adjustments, monitoring of student learning and behaviour and involvement of support staff.



Student Services

The Disability Standards for Education (2005), Anti-discrimination Act (1991) and DoE Inclusive Education Policy (2021) state that all students that need support including adjustments and differentiation receive the support regardless of diagnoses, ethnic background and other factors present with in their lives. Student services consist of two teams that work cohesively and collaboratively to support all students. The student services team will collaboratively track and manage all students with a DDA record, assign Case Managers and implement strategies.

Learning Engagement Centre including Student Support

The Learning Engagement team is led by the Head of Learning Engagement (HoLE) and manages students within NCCD under the physical, cognitive and sensory categories. The Student Support team is led by the school Guidance Officers and consists of various specialist support staff including: psychologist, chaplain, youth support coordinator, school based youth health nurse and school based police officer.

Case Managers

Case Managers will be assigned to students with a DDA record by the student services team. The case managers will work with school staff, students and families to problem solve any barriers to education. Case Manager duties include:

- Regular contact and communication with student, family and teachers.
- Liaise with external supports of student and communicate strategies to school staff.
- Support teachers of students to improve student outcomes and reduce barriers.
- Log all contact and NCCD evidence in OneSchool as required.

English as an Additional Language or Dialect (EALD)

Students who have an EALD background are supported by our EALD teacher.

Aboriginal and Torres Strait Islander Students

Students who identify as having Aboriginal and/or Torres Strait Islander heritage are able to access support from the First Nations Teacher Aide and the Student Performance Faculty.

Curriculum Structure for Systematic Delivery

The curriculum at Sandgate District State High School follows the recommendations of the Department of Education P-12 Curriculum, Assessment and Reporting Framework and delivers the Australian Curriculum in each Key Learning Area (KLA) from years 7-10, and Queensland Curriculum and Assessment Authority (QCAA) Syllabi in Years 11 and 12, along with Australian Skills Quality Authority (ASQA) recognised Vocational Education and Training (VET). The P-12 Curriculum, Assessment and Reporting Framework (CARF) specifies the requirements for each Queensland state school for delivering the curriculum for P-12 with the aim of delivering quality curriculum which optimises learning for all students from P- 12. The framework is based on the assumption that every student can learn and that responding to the particular learning needs of students is central to teaching. The school is currently planning the implementation of v9.0 of the Australian Curriculum. Sandgate District State High School will implement v9.0 of the Australian Curriculum in 2025 for year 7 and 8 students with year 9 and 10 students in 2026.

To best serve students, our school curriculum aims to be:

- | | |
|---|--|
| <ul style="list-style-type: none">• Connected to both higher learning and pathways into the world of work in order to cater to the learning needs of our diverse student population• Clearly understood and communicated to staff and students• Consistent with national and state standards and expectations | <ul style="list-style-type: none">• Flexible enough to meet the diverse needs of all learners• Diverse enough to support a range of different pathways• Specialised for students who excel in specific areas• Built on high expectations for all students and challenging regardless of ability level |
|---|--|

A seamless, connected curriculum is at the core of our curriculum as students enter Sandgate District State High School from multiple entry points e.g. 9 local partner primary schools, regional primary and secondary schools, local high schools, interstate and international schools. The Sandgate District State High School Whole School Curriculum Plan reflects these priorities by providing a mandated core of learnings alongside programs that open new opportunities for students, nurture high level specialist skills, support students with a range of abilities and provide pathways to university, further learning and the workplace. Additionally student wellbeing is a focus throughout each student's learning journey.

Learning at Sandgate District State High School in the junior school is developed around the Australian Curriculum implemented by highly qualified and engaging teachers using exemplary pedagogical practices. Throughout the junior phase of learning, students are provided with structured curriculum choices, allowing them to explore the diverse range of learning programs and areas available to them within the school's curriculum offerings. They are then well prepared to enter the senior phase of learning.

During the senior phase of learning students continue to develop and master a range of academic, cultural, sporting and life skills. Students participate in a rigorous Senior Education and Training Plan (SETP) process allowing them to tailor a course of study through the senior phase of learning which is specific to their needs, interests, abilities and career aspirations, ensuring that they exit Sandgate District State High School confident and capable to Be Work Ready for a dynamic and fulfilling life after school.

Sandgate District State High School uses three levels of planning to ensure that the curriculum is delivered systematically. All planning, moderation, assessment and resource documents are uploaded to Sharepoint within a common file structure to ensure the systematic delivery of curriculum.

Faculty>subject>year level>unit> (folders for exemplars, moderation, resources, unit plan/TLAP, assessment)

Or

Faculty>year level>subject>unit> (folders for exemplars, moderation, resources, unit plan/TLAP, assessment)

Sandgate District State High School 2024 Curriculum Overview by year level

	Core Subjects All curriculum courses of study are timetabled for 3x70 minute lessons per week.						Elective Subjects All curriculum courses of study are timetabled for 3x70 minute lessons per week.	Signature Programs All curriculum courses of study are timetabled for 3x70 minute lessons per week.	Wellbeing Program	Focused and Intensive Support Programs
7	English	Mathematics	Science	Humanities <ul style="list-style-type: none"> History 1 semester Geography 1 semester Civics and citizenship and Economics and Business integrated across year. 	Physical Education (1 semester)	Japanese or German (1 semester)	The Arts <ul style="list-style-type: none"> Dance Drama Music Visual Art Technology <ul style="list-style-type: none"> Digital Technologies Food Specification Design and Technologies 2 choices from each KLA for 1 term each (except for ADP students who only study 1 choice for each KLA for 1 term each)	<ul style="list-style-type: none"> Athlete Development Program (studied all year instead of Physical Education) Dance Excellence Program - Extracurricular (during sport time/outside school) Music Excellence Program – Extracurricular (during sport time/outside school) Excelsior English Excelsior Humanities Excelsior Mathematics Excelsior Science 	<ul style="list-style-type: none"> Connect Social and Emotional Wellbeing Connect Career Education (Term 2) Morning Connect 	<ul style="list-style-type: none"> Literacy support group (LOTE exemption) Multilit CogMed Team Teach Pre-teach GRIN LEC support – in class and tutorials Connect Physical Wellbeing (Sport) including Australian Rules and Rugby League Development Programs (1 lesson per week) Connect Horizons – targeted programs developed according to student need Homework club
8	English	Mathematics	Science	Humanities <ul style="list-style-type: none"> History 1 semester Geography 1 semester Civics and citizenship and Economics and Business integrated across year. 	Physical Education (1 semester)	Japanese or German (1 semester)	The Arts <ul style="list-style-type: none"> Dance Drama Music Visual Art Technology <ul style="list-style-type: none"> Digital Technologies Food Specification Design and Technologies 2 choices from each KLA for 1 term each (except for ADP students who only study 1 choice for each KLA for 1 term each)	<ul style="list-style-type: none"> Athlete Development Program (studied all year instead of Physical Education) Dance Excellence Program - Extracurricular (during sport time/outside school) Music Excellence Program – Extracurricular (during sport time/ outside school) Excelsior English Excelsior Humanities Excelsior Mathematics Excelsior Science 	<ul style="list-style-type: none"> Connect Social and Emotional Wellbeing Connect Career Education (Term 2) Morning Connect 	<ul style="list-style-type: none"> Literacy support group (LOTE exemption) Multilit CogMed Team Teach Pre-teach GRIN LEC support – in class and tutorials Connect Physical Wellbeing (Sport) including Australian Rules and Rugby League Development Programs (1 lesson per week) Connect Horizons – targeted programs developed according to student need Homework club

	Core Subjects					Elective Subjects	Signature Programs	Wellbeing Program	Focused and Intensive Support Programs
9	English	Mathematics	Science	Humanities <ul style="list-style-type: none"> History (including a short course in Civics and Citizenship Education) 1 semester Geography 1 term Economics and Business 1 term 	Physical Education (1 semester)	Languages <ul style="list-style-type: none"> Japanese German The Arts <ul style="list-style-type: none"> Dance Drama Music Media Art Visual Art Technology <ul style="list-style-type: none"> Digital Technologies Food Specification Materials and Technologies Specification Engineering Principles and Systems 	<ul style="list-style-type: none"> Athlete Development Program (studied all year instead of Physical Education) Dance Excellence Program - Extracurricular (during sport time/outside school) Music Excellence Program - Extracurricular (during sport time/outside school) Excelsior English Excelsior Humanities Excelsior Mathematics Excelsior Science 	<ul style="list-style-type: none"> Connect Social and Emotional Wellbeing Connect Career Education (Term 2) Morning Connect 	<ul style="list-style-type: none"> Team Teach Pre-teach GRIN LEC support – in class and tutorials Connect Physical Wellbeing (Sport) including Australian Rules and Rugby League Development Programs (1 lesson per week) Connect Horizons – targeted programs developed according to student need/interest Homework club
	Core Subjects					Elective Subjects	Signature Programs	Wellbeing Program	Focused and Intensive Support Programs
10	English	Mathematics	Science	Humanities <ul style="list-style-type: none"> History Unit 1 (Modern) (1 semester) 	Humanities <ul style="list-style-type: none"> Geography Civics and Citizenship (Legal Studies) Business History Unit 2 (Ancient) Health and Physical Education <ul style="list-style-type: none"> HPE Unit 1 and HPE Unit 2 Languages <ul style="list-style-type: none"> Japanese Unit 1 and Japanese Unit 2 German Unit 1 and German Unit 2 The Arts <ul style="list-style-type: none"> Dance Unit 1 and Dance Unit 2 Drama Unit 1 and Drama Unit 2 Music Unit 1 and Music Unit 2 Media Art Unit 1 and Media Art Unit 2 Visual Art Unit 1 and Visual Art unit 2 Technology <ul style="list-style-type: none"> Digital Technology Unit 1 and Digital Technology Unit 2 Food Specialisation Materials and Technologies Specification Engineering Principles and Systems Design and Technologies Extension 	<ul style="list-style-type: none"> Athlete Development Program (studied all year instead of Physical Education) Dance Excellence Program - Extracurricular (during sport time/outside school) Music Excellence Program - Extracurricular (during sport time and outside school) Excelsior English Excelsior Humanities Excelsior Mathematics Excelsior Science Formula Student High School 	<ul style="list-style-type: none"> Connect Social and Emotional Wellbeing Connect Career Education (Term 2) Morning Connect 	<ul style="list-style-type: none"> Team Teach Pre-teach GRIN LEC support – in class and tutorials Connect Physical Wellbeing (Sport) including Australian Rules and Rugby League Development Programs (1 lesson per week) Connect Horizons – targeted programs developed according to student need/interest <ul style="list-style-type: none"> Within Connect Horizons: <ul style="list-style-type: none"> Music Appreciation Horticulture Homework club 	

	Compulsory Core All curriculum courses of study are timetabled for 3x70 minute lessons per week.		Elective offerings All curriculum courses of study are timetabled for 3x70 minute lessons per week.	Signature Programs All curriculum courses of study are timetabled for 3x70 minute lessons per week.	Wellbeing Program	Focused and Intensive Support Programs
11/12	<ul style="list-style-type: none"> • English (General) • Essential English (Applied) • English as an additional language (General) eligibility criteria applies <p>All students must select an English subject.</p>	<ul style="list-style-type: none"> • General Mathematics (General) • Mathematical Methods (General) • Essential Mathematics (Applied) <p>All students must select a mathematics subject</p>	<p>General Subjects Accounting, Ancient History, Biology, Business, Chemistry, Dance, Design, Digital Solutions, Drama, Engineering, Geography, German, Japanese, Legal Studies, Modern History, Music, Physical Education, Physics, Psychology, Specialist Mathematics, Visual Art, Music Extension (year 12 only)</p> <p>Applied Subjects Furnishing Skills, Hospitality Practices, Information and Communication Technology, Media Arts in Practice, Science in Practice, Sport and Recreation, Visual Arts in Practice</p> <p>VET Certificate II in Automotive Vocational Preparation, Certificate II in Engineering Pathways, Certificate II in Tourism, Certificate III in Active Volunteering, Certificate III in Business, Certificate III in Early Education and Care, Certificate II in Skills for Work and Vocational Pathways, Certificate III in Fitness, Diploma of Business.</p> <p>Other options individually supported: Instrumental Music, School of Distance Education, School Based Traineeships and Apprenticeships, VET in Schools programs, SEE examinations, Headstart/Uni step up programs, QCE Rescue Packages. Independent Learning Option (ILO) available to support study in the above.</p> <p>Students must enrol in a course of study which will allow them to be QCE/QCIA eligible which in most cases involves selecting 4 subjects from the elective offerings.</p>	<ul style="list-style-type: none"> • Dance Excellence Program - Extracurricular (during sport time/outside school) • Music Excellence Program - Extracurricular (during sport time/outside school) • Formula Student High School (from year 10 – as a Connect Horizons Option) 	<ul style="list-style-type: none"> • Connect Social and Emotional Wellbeing • Connect Career Education (Term 2) • Morning Connect 	<ul style="list-style-type: none"> • LEC support – in class and tutorials • Connect Physical Wellbeing (Sport) including Australian Rules and Rugby League Development Programs (1 lesson per week) • Connect Horizons – targeted programs developed according to student need/interest • Within Connect Horizons: <ul style="list-style-type: none"> ○ Music Appreciation ○ Horticulture • Homework club

Sandgate District State High School Whole School Curriculum Overview for 2024

Learning Area	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Connect	Connect	Connect	Connect	Connect	Connect	Connect	
English	English	English	English	English	English (General)^	English (General)^	
					Essential English (Applied)^	Essential English (Applied)^	
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Essential Mathematics (Applied)^	Essential Mathematics (Applied)^	
					General Mathematics (General)^	General Mathematics (General)^	
					Mathematical Methods (General)^	Mathematical Methods (General)^	
					Specialist Mathematics (General)	Specialist Mathematics (General)	
Science	Science	Science	Science	Science	Biology (General)	Biology (General)	
					Chemistry (General)	Chemistry (General)	
					Physics (General)	Physics (General)	
					Psychology (General)	Psychology (General)	
					Science in Practice (Applied)	Science in Practice (Applied)	
Humanities	History	History	History	History Unit 1 (Modern)	Modern History (General)	Modern History (General)	
				History Unit 2 (Ancient)	Ancient History (General)	Ancient History (General)	
	Geography	Geography	Geography	Geography	Geography (General)	Geography (General)	
	Civics and Citizenship	Civics and Citizenship	Civics and Citizenship	Civics and Citizenship	Legal Studies (General)	Legal Studies (General)	
					Economics and Business	Accounting (General)	Accounting (General)
					Business (General)	Business (General)	
					Certificate II in Skills for Work and Vocational Pathways (VET FSK20119)	Certificate II in Skills for Work and Vocational Pathways (VET FSK20119)	
					Certificate III in Business (VET BSB30120)	Certificate III in Business (VET BSB30120)	
					Diploma of Business (VET BSB50120)	Diploma of Business (VET BSB50120)	
					Certificate III in Active Volunteering (VET CHC34015)	Certificate III in Active Volunteering (VET CHC34015)	
Health and Physical Education	HPE	HPE	HPE	HPE Unit 1 HPE Unit 2	Physical Education (General)	Physical Education (General)	
				Athlete Development Program~	Sport and Recreation (Applied)°	Sport and Recreation (Applied)°	
					Certificate III in Fitness (VET SIS30315)	Certificate III in Fitness (VET SIS30315)	
Languages	Japanese	Japanese	Japanese	Japanese Unit 1 Japanese Unit 2	Japanese (General)	Japanese (General)	
	German	German	German	German Unit 1 German Unit 2	German (General)	German (General)	
	Literacy Support*	Literacy Support*					

Sandgate District State High School Whole School Curriculum Overview for 2024

Technologies	Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies (Unit1) Digital Technologies (Unit 2)	Digital Solutions (General)	Digital Solutions (General)	
					Information and Communication Technology (Applied)	Information and Communication Technology (Applied)	
	Food Specialisations	Food Specialisations	Food Specialisations	Food Specialisations	Hospitality Practices (Applied)	Hospitality Practices (Applied)	
					Certificate III in Early Education and Care (VET CHC30113)	Certificate III in Early Education and Care (VET CHC30113)	
	Design and Technology	Design and Technology	Design and Technology	Design and Technology	Design and Technology	Furnishing Skills (Applied)	Furnishing Skills (Applied)
						Certificate II in Furniture Making Pathways (VET MFS20516)	Certificate II in Furniture Making Pathways (VET MFS20516)
					Engineering Principles and Systems	Engineering (General)	Engineering (General)
						Certificate II in Engineering Pathways (VET MEM20413)&	Certificate II in Engineering Pathways (VET MEM20413)&
						Certificate II in Automotive Vocational Preparation (VET AUR20712)	Certificate II in Automotive Vocational Preparation (VET AUR20712)
			Design and Technologies Extension	Design (General)	Design (General)		
		Formula Student&	Formula Student driver training (during Connect Horizons) &				
The Arts	Dance	Dance	Dance	Dance Unit 1 Dance unit 2	Dance (General)	Dance (General)	
	Drama	Drama	Drama	Drama Unit 1 Drama Unit 2	Drama (General)	Drama (General)	
	Music	Music	Music	Music Unit 1 Music Unit 2	Music (General)	Music (General) Music Extension (General)	
	Visual Art	Visual Art	Visual Art	Visual Art Unit 1 Visual Art Unit 2	Visual Art (General)	Visual Art (General)	
					Visual Arts In Practice (Applied)	Visual Arts In Practice (Applied)	
		Media Art	Media Art Unit 1 Media Art Unit 2	Media Arts In Practice (Applied)	Media Arts In Practice (Applied)		
Connect Horizons				Music Appreciation Horticulture	Music Appreciation Horticulture	Music Appreciation Horticulture	

Core Studies | Elective Studies

^ Students must study one English subject AND one mathematics subject from the core selections in year 11 and 12.
 ~ Students study EITHER Athlete Development Program OR Health and Physical Education in year 7-9. Students may study Health and Physical Education OR Athlete Development program in year 10.
 *Literacy Support is offered instead of a language for exempt students in year 7 and 8.
 & Formula Student in year 10/11 and Certificate II in Engineering Pathways in year 11/12 are **Incompatible subjects**.

Year 10 subject Pre-requisites for use with SET planning			
Subject Name	Subject Type	Pre-requisites	Faculty
Accounting	General	C in Year 10 English and Mathematics	Humanities
Ancient History	General	C in Year 10 English	Humanities
Biology	General	B in Year 10 Science B in Year 10 English C in Year 10 Mathematics	Science
Business	General	C in Year 10 English	Humanities
Certificate II in Automotive Vocational Preparation	VET	C in Year 10 TMT/TES	Industrial Technology & Design
Certificate II in Engineering Pathways	VET	C in Year 10 TMT/TES *Incompatible subject with Formula Student	Industrial Technology & Design
Certificate II in Tourism	VET	Nil	Humanities
Certificate III in Active Volunteering	VET	Nil	Humanities
Certificate III in Business	VET	C in Year 10 English	Humanities
Certificate III in Early Childhood Education and Care	VET	Nil	Human Movements
Certificate III in Fitness	VET	C in Year 10 English	Human Movements
Certificate II in Workplace Skills	VET	Nil	Humanities
Chemistry	General	B in Year 10 Science B in Year 10 English C in Year 10 Mathematics	Science
Dance	General	C in Year 10 English and Dance	The Arts
Design	General	C in Year 10 English	Industrial Technology & Design
Digital Solutions	General	C in Year 10 English and Digital Technology	Information Technology
Diploma of Business	VET	B in Year 10 English	Humanities
Drama	General	C in Year 10 English and Drama	The Arts
Engineering	General	C in Year 10 Mathematics and Science	Industrial Technology & Design
English	General	C average in each Term and Semester of Year 10 English	English
English as an Additional Language	General	C average in each Term and Semester of Year 10 English and completion of Eligibility Statement.	English
Essential English	Applied	Nil	English
Essential Mathematics	Applied	Nil	Mathematics
Furnishing Skills	Applied	C in Year 10 TMT	Industrial Technology & Design
General Mathematics	General	C in Year 10 Mathematics	Mathematics
Geography	General	C in Year 10 English	Humanities
German	General	C in Year 10 English and German	Languages
Hospitality Practices	Applied	Nil	Human Movements
Information and Communication Technology	Applied	Nil	Information Technology
Japanese	General	C in Year 10 English and Japanese	Languages
Legal Studies	General	C in Year 10 English	Humanities

Mathematical Methods	General	B in Year 10 Mathematics	Mathematics
Media Arts in Practice	Applied	Nil	The Arts
Modern History	General	C in Year 10 English	Humanities
Music	General	C in Year 10 English and Music. Perform on an instrument or sing	The Arts
Physical Education	General	C in Year 10 English	Human Movements
Physics	General	B in Year 10 Science B in Year 10 English B in Year 10 Mathematics	Science
Psychology	General	B in Year 10 Science C in Year 10 English C in Year 10 Mathematics	Science
Science in Practice	Applied	Nil	Science
Specialist Mathematics	General	B in Year 10 Mathematics	Mathematics
Sport and Recreation	Applied	Nil	Human Movements
Visual Art	General	C in Year 10 English B in Year 10 Visual/Media Art	The Arts
Visual Arts in Practice	Applied	Nil	The Arts
*Subject to sufficient subject numbers			

Health and Wellbeing Education - Connect @ Sandgate Suite of Programs

Connect @ Sandgate District State High School refers to our suite of Intensive Support and Wellbeing Programs encompassing the following separate but interrelated components:

- Morning Connect
- Assemblies
- PERMAH curriculum, school values PRIDE (Connect Social and Emotional Wellbeing)
- Career Education curriculum including subject selection processes including post schooling readiness transitions and pathways program including QCE rescue packages (Connect Horizons)
- Sport including interschool sport, specific sport development programs (Connect Physical Wellbeing)

PERMAH+ at Sandgate District State High School

The importance of young people developing their social and emotional skills toolkit is given priority at Sandgate District State High School. The Connect @ Sandgate District State High School program is aimed at maximising our students' resilience. It uses the PERMAH+ framework (*Seligman 2011*). Success at school is more than a student's academic achievement, it's their ability to contribute to their community as a confident, kind and resilient person.

Positive Emotion	While life will present many challenges to all of us, we need the skills to acknowledge what we are grateful for, to hold ourselves in high regard, and to be optimistic. Resilience in students at Sandgate District State High School is fostered through developing skills in positive emotion.
Engagement	When we're engaged, we're fully present in what we're doing. In developing skills in engagement, students will better be able to focus on the task at hand and complete things to the best of their ability. Furthermore, resilience is developed through engagement, and students develop their ability to healthily balance their external stressors and the moment they are in.
Relationships	Relationships are an integral part of the human experience; in fact, connection to others is one of the single best determiners of long-term health and wellbeing. Through Connect @ Sandgate District State High School, students will develop skills in how to positively engage with fellow community members and make meaningful connections with those around them.
Meaning	Meaning is all about the understanding of how we contribute to the bigger picture, and the role we play in our community. Meaning is not about the individual; it's about seeing that we matter to, and impact upon, our community. At Sandgate District State High School, all students develop an understanding of their integral role in the overall welcoming and accepting nature of the school.
Accomplishments	Without working towards and celebrating our accomplishments, it's hard to feel like we're making progress. At Sandgate District State High School, students will engage in goal setting, achievement tracking, and meaningful reflection of the challenges they have overcome. In keeping with our school's mission, it is all about Expanding Horizons – taking in where we are, and seeing where we are capable of going.
Health	Health refers to how well we are able to check in with ourselves, and engage in healthy self-care. Health in Connect @ Sandgate District State High School is all about proactive measures students can take to maintain their wellbeing. This includes learning about sleep hygiene, mindfulness, and so much more.

The Wellbeing Curriculum is complemented by our Student Voice and Wellbeing initiatives including Student Representative Committee, Student Leadership Opportunities, Duke Of Edinburgh Award, Environmental Committee, Kokoda and various Student Clubs offered annually according to staff and student interest.

Management of Risks in School Curriculum Activities

Risk assessment is paramount when planning curriculum activities that are part of the delivery of the curriculum. Sandgate District State High School documents the Risk Assessment and Management strategies for all planned curriculum activities as part of the curriculum planning process. The inherent risks of any activity are identified and subsequent control measures are planned. The inherent risk level determines the degree of planning and approval.

Inherent risk level	Document the activity within three levels of planning	Document the risks, hazards and control measures	Activity approval	Parent consent
LOW	✓	Documented within teacher planning	School leaders (inherent in unit planning)	Not required
MEDIUM	✓	School-based decision Documented within teacher planning OR documented as a CARA record in OneSchool	School leaders (inherent in unit planning)	Not required
HIGH	✓	Documented as a CARA record in OneSchool	Principal or delegate	Recommended
EXTREME	✓	Documented as a CARA record in OneSchool	Principal only	Required

All staff undertake annual Curriculum Activity Risk Assessment (CARA) training to ensure that risks are managed according to the *Managing risks in school curriculum activities* procedure of the Department of Education.

Studying at Home Policy

Purpose of studying at home

Learning occurs in various settings. Teachers set learning to occur at home and/or before and after school to encourage an independence in learning behaviours, provide consolidation opportunities for the learning that occurs at school and as a means to prepare for upcoming classroom experiences. This type of learning also involves family members in the student's academic life and encourages a learning culture in the home that is critical to foster lifelong learning habits. Learning at home considers the need for students to have a balanced lifestyle that includes sufficient time for family, sport, culture, recreation and part-time employment where appropriate.

Students are required to engage in independent learning to complement work undertaken in class. All students in Years 7 to 12 have a student organiser to record and monitor their learning at home

Student Responsibilities	School Responsibilities	Parent/Carer Responsibilities
<p>Students will take responsibility for their own learning by:</p> <ul style="list-style-type: none"> recording home learning in their student organiser discussing with their parents/carers home learning expectations accepting responsibility for the completion of these expectations in set time frames incorporating feedback provided by teachers seeking assistance when challenges arise managing their time to balance expectations at home and in their broader life keeping a copy of the student organiser in their school bag 	<p>The school will help students to establish a routine of regular, independent study by:</p> <ul style="list-style-type: none"> setting home learning on a regular basis clearly communicating the purpose, benefits and expectations of home learning checking home learning regularly and providing timely feedback explicitly teaching strategies to develop organisational skills and providing varied and challenging work related to class work and appropriate to learning needs discussing with parents/carers any developing issues that may be impacting their child's work and suggesting strategies to assist 	<p>Parents and carers could help their children by:</p> <ul style="list-style-type: none"> reading and talking with them about their learning encouraging them to organise their time and take responsibility for their own learning and direct them to resources encouraging an interest in the world around them limiting recreational screen time contacting teachers to discuss concerns discussing set tasks and the requirements of assessment

Studying at Home Policy

Junior Secondary phase of learning:

Home learning can be set daily or over a weekly/fortnightly period and should:

- include daily independent reading
- be coordinated across different subject areas
- in Years 7, 8 and 9 students are encouraged to take more responsibility for their own learning.

Senior Secondary phase of learning:

Years 10, 11 and 12 students may find that the amount of time devoted to home learning and independent study will vary according to the student's learning needs and program determined through their Senior Education and Training (SET) Plan. Daily independent reading is also encouraged in the senior secondary phase of learning.

Assessment

Sandgate District State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Assessment includes any examination, practical demonstration, performance, or product that allows students to demonstrate the objectives described by the syllabus. Assessment is:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt, and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Sandgate District State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. In Year 11 and 12, students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. Sandgate District State High School adheres to the Year P-12 CARF and QCAA's policies for gathering evidence of student achievement on or before the due date.

Student responsibility – Year 7 - 12

Students are expected to:

- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date.
- record due dates in their organisers
- plan and manage their time to meet the due dates
- inform the school as soon as possible if they have concerns about assessment load and meeting due dates
- produce responses that are appropriate and align with the Student Code of Conduct.

School responsibility

Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3 in each semester through OneSchool. Assessment calendars will be available through QParents.

The assessment schedule will:

- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- enable timelines for QCAA quality assurance processes to be met (Year 11 and 12)
- be clear to teachers, students, and parents/carers
- be consistently applied
- consider allocation of workload.

Assessment instruments provide information about Sandgate District State High School's arrangements for submission of draft and final responses, including due dates, conditions, and file types. All assessment evidence, including draft responses, must be submitted by their due date and, where appropriate, via the school's academic integrity software (Turnitin). Draft and final responses for all internal assessment will be collected and stored in each student's folio (hard copy or digital on OneDrive). Live performance assessments will be recorded and stored as required for internal moderation and QCAA processes (OneDrive). All evidence used for making judgments is stored within each faculty.

Sandgate District State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff. In situations where it is appropriate to engage relevant school support staff to manage sensitive topics, staff make appropriate arrangements, in consideration of individual student contexts.

Sandgate District State High School has procedures to ensure that there is consistent application of the assessment policy, and that staff and students optimise opportunities to understand academic integrity. All students complete the QCAA Academic Integrity Course in year 10, 11 and 12.

Scaffolding

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:

- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response.

Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

Studying at Home Policy

Checkpoints

Checkpoints are provided by teachers so students can manage their completion of components of the assessment instrument in manageable sections. Checkpoints will:

- be detailed on student task sheets or as part of learning for the assessment
- monitor student progress
- be used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of Departments and parents/carers will be contacted if checkpoints are not met.

Drafting

Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g., written draft, rehearsal of a performance piece or a product in development. Drafts might be used as evidence of student achievement in the case of illness, misadventure, or non-submission for other reasons. Draft work is essential to enable teachers to check in on student progress and provide quality feedback, prior to final submission of the task. Task sheets will nominate a draft due date. Students must submit a complete draft as part of the assessment process by the nominated draft due date. A copy of the feedback will be stored with a copy of the draft in the student's folio. Parents and carers and Heads of Department will be notified about non-submission of drafts and the processes to be followed.

Feedback on a draft is:

- provided on a maximum of one draft of each student's response
- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in a consistent manner and format for all students
- provided within one week of submission of a draft.

Feedback on a draft must not:

- compromise the authenticity of a student response
- introduce new ideas, language, or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation, and calculations
- allocate a mark.

Managing Response Length

Students must adhere to assessment response lengths as specified by syllabus documents. Sandgate District State High school has procedures to support students to manage their response length.

- All assessment instruments indicate the required length of the response.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints.

Authenticating Student Responses

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Students are required to use APA referencing style to acknowledge all sources used to inform their work. APA requires in-text citations and a reference list, including for use of Artificial Intelligence (AI) tools.

Any use of AI must:

- be indicated with in-text citation
- include, in the reference list a disclosure statement that details:
 - the name(s) of any AI tools used
 - a description of how the student used the tools
 - a description of how the student evaluated the validity of the tool's outputs
 - a clear statement of which aspect of the response were affected/generated by AI tool usage.

Sandgate District State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. The school uses academic integrity software to authenticate student responses and will teach processes to use software in assessment submission.

As an authentication strategy, teachers may require students to submit a Declaration of Original Work (Appendix B). All written assessment will be submitted through Turnitin which forms part of the school's authentication suite of resources, unless advised otherwise due to format of response required (eg handwritten field log).

In cases where a student response is not authenticated as their own work (including where Academic Integrity software has flagged potential uncited and/or inappropriate use of AI), procedures for managing alleged academic misconduct will be followed (Authorship).

Access Arrangements and Reasonable Adjustments including illness and misadventure and Principal approved absence

Sandgate District State High school is committed to reducing barriers to success for all students. AARA are provided to minimise barriers for a student whose disability, impairment, medical condition, or other circumstances affect their ability to read, respond to or participate in assessment.

These barriers fall into the broad categories:

1. Long Term (LT) AARA (7-10) / Permanent Temporary or Intermittent Condition (PTI) AARA (11/12)

- Long term and chronic conditions and disabilities
- Mental health conditions, such as anxiety and depression.

2. Illness or Misadventure (IM) AARA

- Short term conditions and temporary injuries e.g., a broken arm, respiratory infection, gastroenteritis
- Unforeseen circumstances outside of the student's control – a death in the family, accident etc.

The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook Section 6: AARA* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara>.

Principal Approved Absence (PAA)

Variations to the internal assessment schedule due to reasons not covered by AARA (eg representation at a state or national level) may be approved at the Principal's discretion. These must be approved prior to the planned absence and the assessment must generally be completed before the due date.

Students can choose not to use approved AARA. The following table provides a guide as to the type of AARA application appropriate for different circumstances.

	Sick or other emergency on the due date	Sick or other emergency on the exam date	English as an additional Language or Dialect	Long term chronic condition or disability	Unavoidable Planned Absence
Yr 7-10	Illness and misadventure AARA (IM AARA)	Illness and misadventure AARA (IM AARA)	Long Term AARA (LT AARA)	Long Term AARA (LT AARA)	Principal Approved Absence – must be applied for BEFORE the absence. (PAA)
Yr 11-12	Illness and misadventure AARA (IM AARA)	Illness and misadventure AARA (IM AARA)	No additional arrangements available	Permanent, Temporary or Intermittent Condition AARA (PTI AARA)	Principal Approved Absence – must be applied for BEFORE the absence. (PAA)

Moderation processes

Moderation is integral to systematic curriculum delivery at Sandgate District State High School and is reflected in our three levels of planning. Whole school moderation processes encompass the professional conversations and structured calibration and confirmation activities embedded within our structure to enable consensus to be reached about the evidence displayed in student work against the relevant standard. These processes ensure the consistency and accuracy of Sandgate District State High School judgements against the relevant achievement standards.

Sandgate District State High School's moderation process is cyclical and supports the alignment between curriculum, pedagogy, assessment and reporting. Staff undertake moderation processes at multiple junctures to:

- Ensure alignment of curriculum, pedagogy, assessment and reporting
 - Alignment of task to planned teaching and learning
 - Alignment of planned teaching and learning to the Australian Curriculum and Achievement Standard
 - Ability of marking guide to differentiate student achievement and align with the Achievement Standard
 - Availability and quality of student and/or staff generated exemplar responses
 - Accessibility for students
- match evidence in student work to the relevant achievement standard and related assessable elements
 - award an overall level of achievement for summative assessment tasks using the appropriate reporting scale
 - award an overall level of achievement on assessment folios for academic reporting at the end of each juncture, using the appropriate reporting scale.
- Reflect, review and refine for future iterations

The data collected during moderation allows staff to:

- align and refine the curriculum provision, pedagogy, assessment and reporting
- review and refine decisions about coverage of the achievement standard in the year and/or band plans
- review and refine the range and balance of assessment conventions and design features of quality summative assessment tasks and related marking guides
- identify strengths and areas for improvement to inform next steps in teaching and learning for identified cohorts, groups and individuals.

Internal moderation processes in year 11 and 12 are further enhanced by the QCAA endorsement and confirmation processes for General and Applied courses of study whilst ASQA validation processes enhance internal moderation of VET courses delivered at school.

Reporting

Formal reporting takes place four times per year (at the end of each term) for students in year 7-11 and twice (at the end of term 1 and 2) for students in year 12. There is no formal reporting for year 12 during semester 2 as students receive exit documentation from the QCAA in December. All reports are created through the OneSchool reporting module. Reports provide information for the reporting period regarding students' Achievement, Effort, Behaviour and Attendance. An A-E scale is used for achievement, with the exception of VET certificate subjects which are competency based. Five point scales are used to allocate a rating for effort and behaviour. Parent Teacher interviews occur twice a year at the beginning of term 2 and term 3.

Achievement		Effort		Behaviour		VET
A	Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.	A	Excellent Consistently/Independently <ul style="list-style-type: none"> Remains on task, focused and manages time effectively Applies effort consistently and is very diligent Seeks and uses teacher feedback via drafting and other means Contributes to class discussions and takes responsibility for own learning Is punctual and prepared with all necessary equipment and homework Is organised and presents book work neatly Submits assessment work on time 	A	Excellent Consistently/Independently <ul style="list-style-type: none"> Self-managed in all areas including attitude to work Shows respect and consideration for others in all settings Co-operates in all situations and settings Demonstrates appropriate conflict resolution strategies Works very well with all staff and visiting teachers Works very well with limited supervision and employs safe practices Received NO detentions or referrals 	CA Competency Achieved
B	Evidence in a student's work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.	B	Very Good Often: <ul style="list-style-type: none"> Remains on task and manages time effectively Applies effort consistently Seeks and uses teacher feedback Contributes to class discussions and engages in learning Is punctual, has necessary equipment and has completed homework Is organised and book work is neat Submits assessment on time 	B	Very Good Often <ul style="list-style-type: none"> Self-managed in most areas including attitude to work Shows respect and consideration for others in most situations and settings Co-operates in most situations and settings Demonstrates appropriate conflict resolution strategies Works well with staff and visiting teachers Works well with limited supervision and employs safe practices Received only 1-2 minor behaviour breaches eg talking, no referrals 	WTC Working Towards Competency
C	Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.	C	Satisfactory Generally: <ul style="list-style-type: none"> Works independently without distracting others Applies effort and works to potential Will seek teacher assistance if needed Takes responsibility for own learning Is punctual and has necessary equipment Keeps book work neat and notes in a satisfactory format Will attempt new tasks/difficult work Submits assessment work on time 	C	Satisfactory Generally: <ul style="list-style-type: none"> Self-managed in many areas including work with some teacher and/or parent support Is respectful in a variety of situations and settings Co-operates with others and acts in a safe manner Works well with staff and visiting teachers Works well with limited supervision in a safe manner Received only 1-2 detentions or referrals 	CNA Competency Not Achieved
D	Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.	D	Needs attention Sometimes/Occasionally: <ul style="list-style-type: none"> Works without distracting others but needs teacher monitoring Applies effort and contributes to class discussions Manages time to complete set tasks Seeks/accepts teacher assistance to improve work Attempts some difficult/new tasks Attends punctually and has equipment ready Presents book work neatly Submits assessment work on time 	D	Needs Attention Usually: <ul style="list-style-type: none"> Requires teacher support to assist in managing behaviours and attitude to work Requires regular communication between home and school to assist with behaviour choices Has to attend lunch time detentions Needs reminding to employ safe practices Needs reminding to treat others respectfully Finds it difficult to work with unfamiliar staff Received only 3-4 detentions or referrals 	
E	Evidence in a student's work typically demonstrates a very limited knowledge and understanding of concepts, facts and procedures, and application of processes	E	Unsatisfactory Rarely: <ul style="list-style-type: none"> Works without distracting others (and often disrupts the learning environment) Completes set tasks and/or applies effort Seeks teacher assistance or applies feedback to improve work Attends punctually or has necessary equipment Presents bookwork neatly or keeps appropriate notes Manages time effectively Submits assessment on time 	E	Unsatisfactory Consistently: <ul style="list-style-type: none"> Requires Admin support to assist in managing behaviours and regular communications between home and school to monitor behaviours and work Has lunch time detentions or is referred to Admin or is sent out of class Needs reminding to employ safe practices and has had to be withdrawn from activities due to safety breaches Needs reminding to be respectful of others Needs constant supervision to work cooperatively Finds it difficult to work with unfamiliar staff 	

