



P – 12 Curriculum Plan

Stretton State College



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SUPPORTING DOCUMENTS

2020 - 2023 Strategic Plan	
Annual Implementation Plan (AIP)	
“The Stretton Way”	
Subject Selection Handbooks	
Connect Ed Curriculum 7-12	
Junior Secondary at Stretton State College	
Inclusion and Diversity Policy	
Assessment Policy	
Moderation Processes and Protocols	

COLLEGE CONTEXT

Stretton State College is a Prep to Year 12 school established in 2006. The first cohort of Year 12 students graduated in 2010. The College has exceeded all expectations regarding enrolment growth due to the high reputation for excellence within our community. Our students are encouraged to strive for excellence in all their endeavours and the school aims to equip students with the necessary life skills to help them make positive, purposeful contributions to their communities. The school places emphasis on adherence to the Stretton SPIRIT - our values of sincerity, perseverance, integrity, respect and responsibility, inclusivity and thoughtfulness.

These values guide our planning and actions. Our Lighthouse Academic Excellence Program continues to be one of our signature programs from Year 4 to Year 9. Our Prep to Year 10 curriculum is shaped by the Australian Curriculum and our senior curriculum allows students to pursue both academic and vocational education pathways. Emphasis is placed on Literacy and Numeracy and appropriate support is provided for students with special needs and learning difficulties. The school provides diverse leadership, cultural, sporting and community service opportunities. Parents are encouraged to play an active role in school life. The College is governed by a School Council who monitor strategic performance and provide advice to the Executive Principal on matters of strategic importance.

	School ICSEA value (2023):			1068
	Average ICESA value (2023):			1000
	Bottom quarter	Middle quarters		Top quarter
School distribution	13%	26%	31%	30%
Australian distribution	25%	25%	25%	25%

Total enrolments (2023)	3470
Year levels	P-12
Indigenous	1.7%
Language background other than English	61%
Teaching staff	233
Full-time equivalent teaching staff	220.3
Non-teaching staff	98
Full-time equivalent non-teaching staff	70.9

Breakdown of enrolments (2023)							
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
173	232	218	302	299	300	311	1835
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12		
287	329	282	273	227	237		1635

OUR VALUES

Our philosophy is to enable potential through an inclusive culture underpinned by a respectful College community built on professionalism, continuous improvement and accountability. We aim to provide a place of belonging, which is open, culturally rich, accepting of diversity, supportive and setting the highest expectations of learning for all. We strive for a true education through a set of values and beliefs captured in four timeless principles:

- Learning to know
- Learning to do
- Learning to live with
- Learning to be

At Stretton we have several frameworks that work in unison to support students to engage in their school life. These include: Stretton values; Pillars of Wellbeing – Positive Emotions, Engagement, Relationships, Meaning, Accomplishment, Health (PERMAH); and Cultures of Thinking. Through these frameworks our students are provided with every opportunity to be successful. The six core values of the STRETTON SPIRIT are embedded in every endeavour that our students undertake.



EXPLICIT IMPROVEMENT AGENDA

Stretton State College has developed a strong improvement agenda based on the three pillars of excellence:

- Mind
- Character
- Community

The 2020-2023 Strategic Plan was developed based on these three pillars of excellence and includes a record of strategic priorities and a broad outline of the strategies that will be developed and implemented in the continuous pursuit of improving the high quality of education offered at Stretton State College. The College’s Annual Implementation Plan (AIP) specifies actions which accompany these strategies and are reflected upon and updated on a yearly basis.

Strategic Plan 2020 - 2023	
Mind	We are committed to growing a community of learners by embracing opportunities, interactions and environments that empower us to use growth mindsets and agile thinking with confidence and passion.
Character	We are committed to a strengths-based approach to developing good people who can intelligently apply the latest research in human flourishing to lead happy and meaningful lives.
Community	We are committed to fostering a sense of belonging by celebrating our cultural diversity and building authentic, positive relationships both locally and globally.

AIP Goals 2023		
Mind	Character	Community
<ul style="list-style-type: none"> • Develop a futures focused learning community by prioritizing critical and creative thinking. • Further development of signature college pedagogy incorporating Cultures of Thinking and positive psychology. 	<ul style="list-style-type: none"> • Cultivate a College community where members know and respect each other in a culture of trust and acceptance with an ongoing emphasis on the Stretton SPIRIT values. • Recognise the wellbeing of all staff and students as the cornerstone for achieving learning outcomes and a sense of belonging. 	<ul style="list-style-type: none"> • Promote a common purpose through strong communication and collaboration across our P-12 community. • Expand opportunities for greater community consultation, involvement, and partnerships.

CURRICULUM PROVISION

Our Mission

At Stretton State College it is our mission to provide an outstanding education within a P-12 context. We aim to provide excellence in teaching and learning within a broad, balanced and flexible curriculum complemented by a diverse co-curricula program; preparing confident and capable citizens able to contribute in a 21st century global community. We aim to balance the breadth and depth of our educational offering, with a well-informed view on what is most appropriate for each individual's wellbeing, as key to building individual learner capability.

Our Vision

We are united in our pursuit of excellence at Stretton State College to ensure that every day, in every classroom, every student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment which will equip young people for a successful future. This is represented by our statement of purpose:

“Together with purpose and spirit we strive to develop curious minds, strong character and connected community”

At Stretton State College our decisions regarding curriculum provision are underpinned by our Mission, Vision and school improvement agenda which reflect school and region priorities. These are articulated through the college's approach to the provision of curriculum as outlined in the Department's Systematic Curriculum Delivery framework. This is supported through three levels of whole school curriculum, assessment and reporting planning. Specially, P-12 Curriculum plan (this document), year level/band plans and unit plans for all subject areas.

Through this approach we clearly articulate expectations for:

- curriculum — what teachers teach and students learn
- pedagogy — embed pedagogical framework detailing how teachers teach and differentiate so that every student's learning needs are met in ways appropriate to curriculum, the age and nature of the learner, and the context in which they are learning.
- assessment — how teachers judge the quality of evidence of student achievement against the relevant achievement standards and use data to provide the curriculum in a way that supports continuous improvement in student learning and achievement
- reporting — how teachers report to parents and/or carers on student learning and achievement against the relevant achievement standards using the appropriate five-point scale.

P-12 Subject Offerings: Prep to Year 6

	ENGLISH	MATHS	SCIENCE	HUMANITIES	THE ARTS	TECHNOLOGIES	HPE	LANGUAGES
PREP	English	Mathematics	Science	HASS	Drama Music	Design and Digital Technologies	HPE	
YEAR 1	English	Mathematics	Science	HASS	Media Arts Music	Design and Technologies	HPE	
YEAR 2	English	Mathematics	Science	HASS	Music Visual Arts	Digital Technologies	HPE	
YEAR 3	English	Mathematics	Science	HASS	Music Visual Arts	Digital Technologies	HPE	
YEAR 4	English	Mathematics	Science	HASS	Drama Media Arts Music	Design Technologies	HPE	
YEAR 5	English	Mathematics	Science	HASS	Dance Music	Design and Technologies	HPE	Italian
YEAR 6	English	Mathematics	Science	HASS	Music	Digital Technologies	HPE	Italian

P-12 Subject Offerings: Year 7 – Year 12

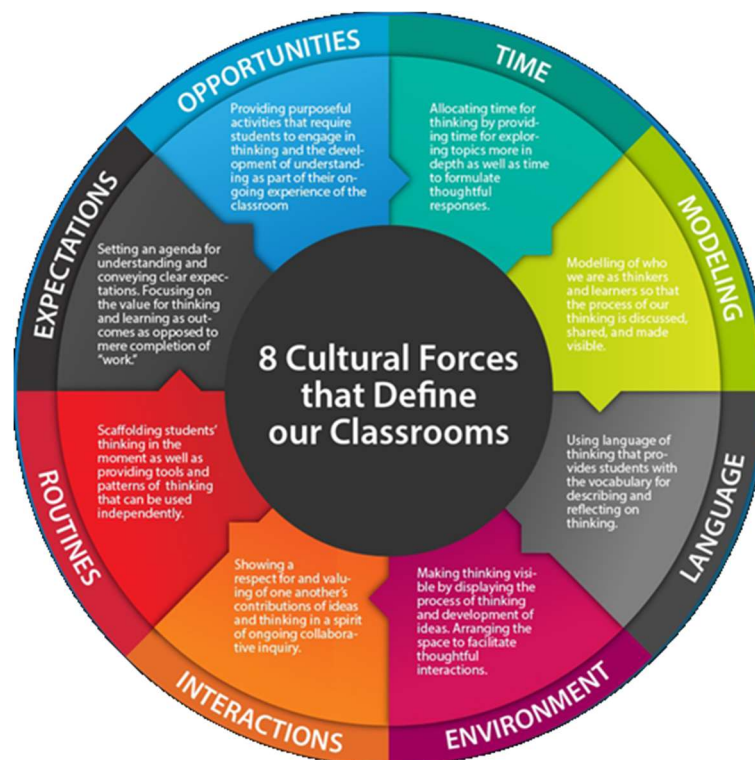
	ENGLISH	MATHS	SCIENCE	HUMANITIES	THE ARTS	TECHNOLOGIES	HPE	LANGUAGES
YEAR 7	English	Mathematics	Science	Humanities	Drama Media Arts Music Visual Arts	Design and Technologies Digital Technologies	HPE	Italian
YEAR 8	English	Mathematics	Science	Humanities	Drama Music Visual Arts	Design and Technologies Digital Technologies Food Specialisations	HPE	Italian
YEAR 9	English	Mathematics	Science Brainiac Course	History Geography Civics and Citizenship Economics and Business	Drama Media Arts Music Visual Arts	Design and Technologies Food Technology Junior Engineering Junior Design Digital Technologies	HPE Health, Sport and Fitness	Italian
YEAR 10	English Prep Essential Prep English	Prep General Math Prep Essential Math Prep Maths Methods Prep Specialist Math	Core Science Life Sciences Prep Chemistry Prep Physics	Core History Geography Civics and Citizenship Economics and Business Specialist History	Drama Media Arts Music Visual Arts	Food, Nutrition and Hospitality Studies Certificate I in Manufacturing Pathways Pre-Engineering Pre-Design Digital Technologies Design and Technologies Certificate 1 in Construction	Foundation Physical Education Health, Sport and Recreation	Italian
YEARS 11 -12	Essential English English Literature	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Biology Chemistry Earth and Environmental Science Science in Practice	Accounting Ancient History Modern History Social and Community Studies Economics and Business Legal Studies Certificate III in Business	Visual Art Visual Arts in Practice Drama Film, Television and New Media Music Music in Practice	Design Digital Solutions Engineering Industrial Technology Skills Certificate I in Construction Certificate II in Engineering Pathways Certificate II in Hospitality	Physical Education Sports and Recreation Certificate III in Fitness	Italian

PEDAGOGICAL APPROACH

Stretton State College's Pedagogical Framework promotes the College's values and beliefs and is organised around an evidenced based model of instruction. Our approach to pedagogy is represented as "The Stretton Way" and encompasses the work of Ron Ritchhart "Creating Cultures of Thinking". This presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. In addition, Stretton's Pedagogical Framework is aligned to the Department of Education's P-12 Curriculum Framework: Incorporating Policy, Principals and Guidelines for Queensland State Schools.

Our Pedagogical Framework reflects the core systemic principles:

- Student-centred planning
- High expectations
- Alignment of curriculum, pedagogy and assessment
- Evidence-based decision making
- Targeted and scaffolded instruction
- Safe, supportive, connected and inclusive learning environments



8 Cultural Forces that define our Classrooms (*Project Zero, Harvard Graduate School of Education*)

Each teacher's professional and unified practice of this pedagogical framework is supported by a range of strategies, these include;

- detailed resources available via the designated Teaching and Learning "The Stretton Way" tab on the Stretton SC teamsite;
- short cycle data conversations;
- Professional Learning Teams, and
- teacher delivered workshops.

The purposeful practice of our pedagogical framework has enabled us to develop and continue to build on a robust and positive learning environment.

TEACHING AND LEARNING AT STRETTON

Our College

Stretton State College is a high performing school with an enrolment of approximately 3200 students across our primary (Gowan) and secondary (Illaweenaa) campuses. We have worked to establish a school which has a strong values base, and strives to ensure a culture of high expectations for students and staff. Our school is one where students look forward to the challenges and opportunities each day, with an increasing focus on eLearning and the advancements of digital learning.

Our Academic Excellence Program

The Lighthouse Academic Excellence Program focuses on developing, extending and enriching knowledge acquisition and higher order thinking from Years 4-9. Students are grouped with like-minded learners who are encouraged to extend their experiences beyond the classroom. The aim of the Lighthouse Program is to provide an academically rigorous program for students in Years 4-9 who have demonstrated a strong interest and commitment towards their studies. The program is designed to broaden and deepen students' knowledge in English, Maths, Science and Humanities (in particular) allowing them to make a successful transition into the senior school and beyond.

The program is specifically designed to develop 21st Century learners by maximising intellectual potential in an environment that promotes a strong culture of academic excellence. Applicants are assessed on academic results, behaviour, attitude and the ACER General abilities Test (AGAT). We encourage all Lighthouse students to be 'excellent' in all facets of the school community and leaders in upholding our Stretton SPIRIT values.

Our Wellbeing

Current educational research suggests that the wellbeing of individuals and school communities can be improved through positive education focused programs. Therefore, with the aim of increasing PERMAH, our Connect Ed Curriculum focuses on building:

- social and emotional competencies including resilience, emotional literacy and personal achievement skills;
- positive emotions, optimistic thinking and feelings of belonging and connectedness;
- positive relationships, support and acceptance;
- engagement through strengths; and
- a sense of meaning and purpose from pursuing worthwhile goals.

Other skills taught in our Connect Ed Curriculum include active constructive responding, savouring (mindfully engaging in thoughts or behaviours that heighten positive events and increase positive emotions) gratitude exercises (to counter the negativity bias and create positive emotions) and engaging in acts of kindness. Our wellbeing program supports both staff and students, with a focus for students to be active engaged learners. This is vital as they move through our three distinct phases of learning; Primary, Junior Secondary and Senior.

Primary

At Stretton our goal is that every student will flourish, achieve academic success and transition to Junior Secondary with the skills to be an active citizen and life-long learner.

Learning in the Early Years at Stretton State College focuses on supporting a successful transition to school and developing routines that support academic, social and emotional wellbeing. This phase embeds Age Appropriate Pedagogies to develop early literacy, numeracy and oral language skills for all learners.

Students on Gowan are engaged in differentiated learning experiences that challenge and support the diverse student community. Explicit instruction, Individual learning goals and targeted feedback are used to support continued improvement for all students. Teachers use a range of assessment tools to monitor progress and shape students' learning

Our Year 3-6 BYOD Program leverages a range of modern technologies that enable and promote differentiation, instant feedback, collaboration and engagement. Our resources are aligned to our school improvement agenda to target the needs of our students in a range of classroom experiences.

Junior Secondary

At Stretton State College we recognise that Junior Secondary is a distinctive and important phase of education for students in Years 7 to 9. During this phase students will thrive in an environment which caters to the specific needs of young adolescent learners by focusing on their academic, social and emotional wellbeing. This will be achieved through six guiding principles: distinct identity; quality teaching; student wellbeing; parent and community involvement; leadership; and local decision making.

To support students as they transition through the phase, we aim to ensure teachers have a deep understanding of evidenced based teaching practices that support the unique needs of the adolescent learner within an inclusive environment with a focus on the interaction between wellbeing and learning — without one, the other will not happen.

Literacy and Numeracy continues to be supported through a range of targeted programs including Illaweena Levelled Literacy Intervention (ILLI) and foundation classes. Specific details regarding the range of strategies for the Junior Secondary phase of learning can be found in the Junior Secondary section on our Stretton State College website.

Senior School

The senior years represent a time of transition for students to consider their future. At Stretton State College we offer a diverse and flexible program to ensure each student is able to pursue their pathway of choice.

During their first year of Senior School (Year 10) students are introduced to Year 11 and 12 subjects where possible. As the gateway year to senior studies this allows them to make an informed choice on their senior program and prepares them for the demands of these final years of schooling. In Years 11 and 12 students develop and strengthen their skills in specific interest areas. Students

determine their two-year course of study when commencing Year 11 and can choose from General and Applied Subjects or VET courses depending upon their preferred pathway. Stretton offers a number of enrichment opportunities for students who demonstrate a capability to extend their academic abilities. These opportunities range from participation in music extension, university subject courses in Year 12 to traineeships, apprenticeship and work experience.

We strive to support each student so they can develop their potential through a balanced involvement in all that College life has to offer. In Years 11 and 12 students receive regular individual coaching, looking at their all-round development with a strong focus on pathway achievement and completion of the Queensland Certificate of Education. The College has a dedicated Guidance Officers who provide students with guidance on future pathway options and personal development.

DIFFERENTIATED TEACHING AND LEARNING

At Stretton State College it is our shared belief that every child is an individual with unique potential, capabilities and talents. We believe that every student has the ability to accomplish their personal best and flourish as a member of our college community.

The Department of Education's Inclusive Education Policy and Positive Education are the pillars on which this collective belief is built. We are committed to the notion of affording every student the opportunity to access and participate in all college programs on the same basis as their peers. This is achieved through a whole school approach to learning where high expectations are set for all, diversity is celebrated and all students are engaged in an appropriate curriculum in the least restrictive environment. This affords each student the opportunity to attain their maximum potential.

"Inclusive education means that students can access and fully participate in learning, along-side their similar age peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices." (Department of Education, 2019)

A whole school approach to curriculum provision, using a continuum of support, allows the college to cater for the learning needs of all students. This includes students who require learning or behaviour support; supports arising due to a disability; students who are gifted and talented; or those who have English as an additional language or dialect (EAL/D), or a combination of these supports.

Through a differentiated whole school approach, the college is able to direct different levels of support across three tiers. This support is increasingly focused and individualised as each successive layer is implemented. The appropriated level of support is identified through ongoing monitoring of progress and analysis of student data. Stretton's Inclusion Policy details how students are supported across these tiers.

ASSESSMENT

Assessment is an integral component of systematic curriculum delivery. Teachers plan, design and implement assessment to monitor and gather evidence of student learning and achievement against the relevant achievement standards. They use assessment and reporting data to provide the curriculum in a way that supports continuous improvement in student learning and achievement (Assessment and Moderation Hub).

Assessment is an integral part of a student's learning and can be used for different purposes, including assessment for learning, assessment as learning, and assessment of learning. At Stretton it is used to:

- assist the student to identify their strengths, the depth of their knowledge, ways of learning, and areas for further development;
- inform the teacher about what students know and can do, and guide what teaching is needed to further progress student learning;
- provide teachers, parents and students with information about achievement and academic potential to help them attain higher levels of performance.

All assessment at Stretton State College is designed to meet the accountabilities required by The Australian Curriculum Assessment and Reporting Authority (ACARA), which is the statutory authority responsible for curriculum from Foundation to Year 10 and the Queensland Curriculum and Assessment Authority (QCAA), which develops and revises syllabuses and guidelines for the Kindergarten to Year 12 and accredits syllabuses and guidelines external to the QCAA.

The Stretton State College Assessment Policy outlines in detail the expectations of teachers and students in regards to assessment including:

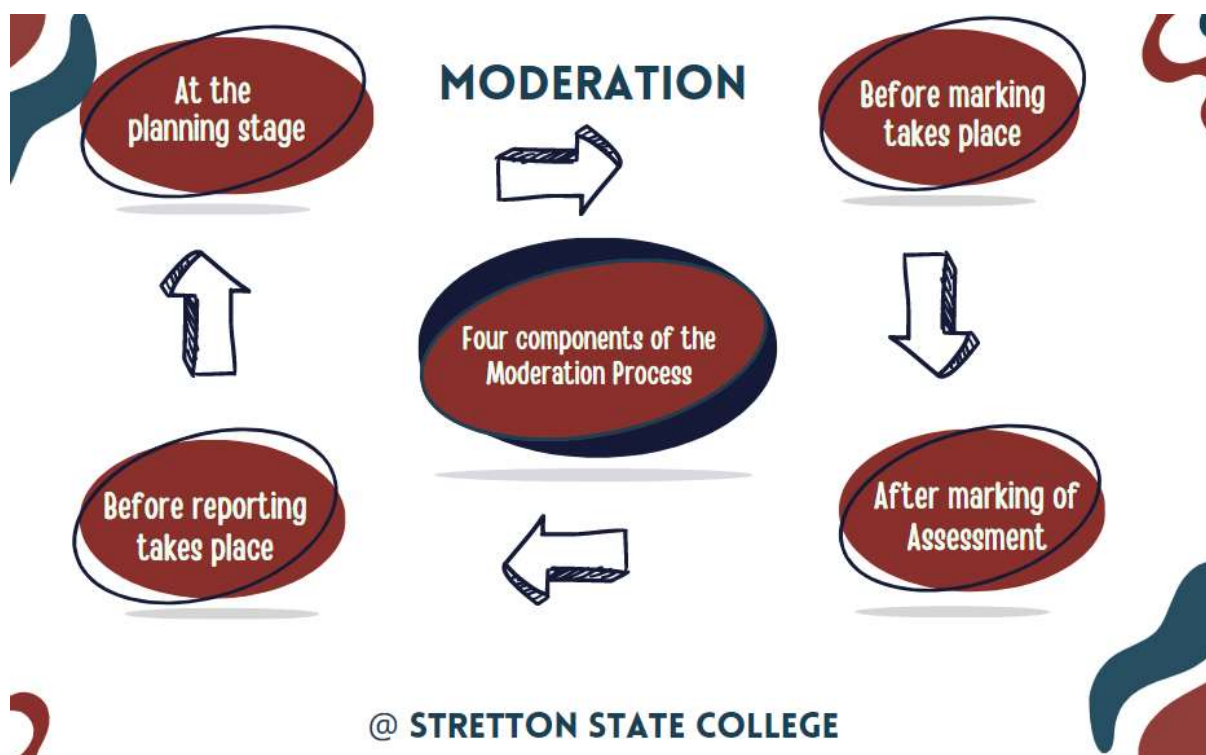
- academic integrity
- scaffolding
- length of responses
- assessment submission: including late and non-submission
- feedback
- student absences
- senior assessment processes
- access arrangements and reasonable adjustments.

The aim of this policy is to ensure there is consistency, clarity and equity in relation to assessment for students and teachers; they should feel secure in the knowledge that each student in every year level can access equitable and comparable levels of support.

MODERATION

A whole school approach to moderation underpins systematic curriculum delivery and supports teachers to align curriculum, pedagogy, assessment and reporting. A whole school approach to moderation involves teachers in a series of activities including professional conversations and sharing expectations about student learning and achievement (Assessment and Moderation Hub).

At Stretton we utilise a range of approaches and practices to ensure reliable, accurate and consistent assessment decisions. Stretton has established collegial and professional networks of teachers within and across faculties to continually improve assessment practices and ensure assessment literacy. Each department will employ the pre-moderation calibration model. This model establishes a common understanding of the standards in context before the core teaching, learning and assessment of the unit.



Moderation Cycle: Adapted from the Assessment and Moderation Hub

When marking assessments, decisions are made by matching evidence against descriptors (criteria based assessment), with an 'ON BALANCE' decision for each of the descriptors made in response to available evidence. Moderation involves looking for evidence in the student's work sample to confirm teacher judgements, as opposed to focussing on what is missing. The Moderation Processes and Protocols 2019 provides further details regarding moderation procedures at Stretton.

REPORTING

Academic Reporting

Academic reporting involves communicating information to parents, carers and students about student achievement and progress for each learning area/subject undertaken, at a point in time. Reporting builds the school-parent partnership to improve student learning. School reporting processes are clear and transparent for parents, so they understand:

- the learning expectations for the student;
- the student's achievement against expected standards;
- how well the student is engaging with the expected learning; and
- how the student may be able to improve.

(P-12 Curriculum Assessment and Reporting Framework)

Reporting in Prep to Year 10

Parents are provided with a written report twice a year (end of Semester 1 and end of Semester 2) where students are assessed and reported against the achievement standard for the year/band of years taught. Students on an Individual Curriculum Plan (ICP) and who are working at a different year level will be assessed and reported on the year level specified in the ICP. In both cases the end of semester reports represents the student's level of achievement at the time of reporting against a five-point scale (Appendix C).

In addition there are two formal opportunities for parents to engage in parent/teacher interviews (end of Term 1 and end of Term 2). Student Led Conferences are used in conjunction with our Lighthouse program, whereby students lead the discussion regarding a reflection of their learning for a specified period of time.

Reporting in Years 11 and 12

For students in Year 12 in 2019: In each semester (except on Year 12 exit) reports are provided regarding student achievement in Queensland Curriculum and Assessment Authority (QCAA) and Authority-registered subjects; or vocational education and training certificates.

For students in Year 11 from 2019 and Year 12 from 2020: Reports are provided twice yearly on student achievement in QCAA General and Applied Senior Syllabuses, and QCAA Short Courses; or vocational education and training certificates.

Awards & Celebrations

Yearly celebration of academic, sporting and cultural success provide additional opportunities for parents to celebrate in the success of their child's achievements. These include: Academic awards (A Night of Stars); Sports awards (A Night of Champions); Instrumental Music awards (Symphony of Stars); Human Powered Vehicle awards; and Performing and Visual Arts showcases.

APPENDIX A: Academic Reporting - description of five-point scale

Description of five-point scale					
	Applying	Making Connections	Working With	Exploring	Becoming Aware
Prep	The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.	The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations.	The student can work with the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.	The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts facts and procedures. The student applies a varying level of skill in situations familiar to them.	The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts facts and procedures. The student is beginning to apply skills in situations familiar to them.
	A	B	C	D	E
Years 1-10	Evidence in the student's work typically demonstrates a sophistication of conceptual understanding and skills from the standard that are able to be transferred to new situations.	Evidence in the student's work typically demonstrates a developing sophistication of conceptual understanding and skills from the standard and these are beginning to be transferred to new situations.	Evidence in a student's work typically demonstrates that they have developed the required conceptual understandings and skills to meet the standard and are able to apply them in familiar situations.	Evidence in the student's work typically demonstrates that they are still developing the required conceptual understandings and skills from the standard and that they are beginning to be applied in familiar situations.	Evidence in the student's work typically demonstrates that the student has not yet developed the required understanding and skills to meet the standard and that they can only apply them in scaffolded situations.