



MALANDA
STATE HIGH SCHOOL

Malanda State High School

Whole School
Curriculum Plan



Table of contents	Pages
School Context	3-4
Annual Implementation Plan	5
Provision of the curriculum	6-8
Documenting Risk Assessments	9
Assessment	10
AARAs	11-12
Moderation Practices	13
Reporting	14-16
Data Plan	17-19



MALANDA STATE HIGH SCHOOL

School Context

School Information and Data	
Total Enrolments	➤ 565 (Day 8, 2026)
Year Levels	➤ 7-12
Student Information	<ul style="list-style-type: none"> ➤ ICSEA: 992 ➤ Students with Disability: 24.8% ➤ First Nations students: 8.6% ➤ EAL/D students: 4% ➤ Male students: 47% ➤ Female students: 53%
Staff Information	<ul style="list-style-type: none"> ➤ Number of teaching staff: 48.55FTE ➤ Number of non-teaching staff: 14.31FTE
Systemic Priorities - Equity and Excellence	<ul style="list-style-type: none"> ➤ Educational Achievement Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve. This means we: <ul style="list-style-type: none"> • have a common goal that every student achieves at least one year of learning growth each year • have clear expectations for schools and help them to differentiate support so every student realises their potential. ➤ Wellbeing and Engagement Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we: <ul style="list-style-type: none"> • know each student and understand what works best for them • support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes. ➤ Culture and Inclusion The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school. This means we: <ul style="list-style-type: none"> • embrace diversity by creating welcoming, inclusive and accessible educational settings • value student, parent/carers, community and stakeholder voice in our approach to teaching and learning.
School-based Priorities	<p><i>Over the next four years Malanda State High School will embark on the next phase of our school's improvement, which will be to...</i></p> <ol style="list-style-type: none"> 1. <i>Review and sharpen school wide moderation processes, with particular focus on moderation at the planning stage, to strengthen teacher's knowledge and understanding of Australian Curriculum and pedagogies that foster student engagement in learning.</i> 2. <i>Collaboratively review and refine behaviour support structures and approaches, to promote a shared commitment to consistently implement school wide processes.</i> 3. <i>Prioritise differentiated professional learning opportunities to build capability in both leading and implementing school improvement, curriculum delivery and pedagogical practices.</i>

Vision and Values

Malanda State High School students are typical young Australians living on the Atherton Tablelands, yet our students attain atypical results compared to the rest of the state. The focus of Malanda SHS is based on the purpose of: "Within a supportive environment, all of our students develop the literacy and numeracy skills in the junior secondary school, which enable them to successfully meet our Service Commitment within the senior secondary years." This means that when students leave Malanda SHS, they have the necessary skills and knowledge to succeed in life after school. We pride ourselves in being a medium sized school that provides the best opportunities for each of our students. This commitment aims to ensure that all graduates of Malanda SHS achieve one or more of the following to give them the best start in life after school: a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement; an appropriate ATAR rank that enables university entrance and/or, a clear Vocational Education and Training (VET) pathway to employment, and/or the skills to achieve direct employment post school, and/or alternative pathways for some students with special needs. Malanda SHS has been recognised as a 'place to excel'.

Signature Programs

Malanda State High School offers signature programs which allow suitably talented and motivated students to extend their learning.

- **Excel Yr 7 – English, Mathematics, Science and Humanities**
- **Excel Yr 8 & 9 – English and Mathematics**
- **Sports Academy: Volleyball and Touch Football**
- **Japanese Club**
- **Art Club**
- **Agricultural Show Teams**



MALANDA STATE HIGH SCHOOL

MALANDA STATE HIGH SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

School priority 1	Whole School Approach to Curriculum and Pedagogy Formalise collaborative opportunities for pedagogical discussions about the learner, learning and curriculum to enable teachers to select and employ pedagogies that foster student engagement in learning.	Monitoring				School priority 2	Whole School Approach to Discipline Commence PBL action plan to promote a shared commitment to consistently implement school wide processes.	Monitoring			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	Review and sharpen school wide moderation processes, with particular focus on moderation at the planning stage, to strengthen teacher's knowledge and understanding of Australian Curriculum and pedagogies that foster student engagement in learning.					Link to school improvement strategy:	Collaboratively review and refine behaviour support structures and approaches, to promote a shared commitment to consistently implement school wide processes.				
Strategy/ies	<ul style="list-style-type: none"> Develop and implement a whole of school lesson structure, including approaches to reading, to ensure a consistent whole school approach to pedagogy Build instructional leadership capability and expectations of all school leaders to support organisational change and school improvement Review and trial pedagogical practices and strategies to increase student engagement, including digital pedagogies Upskill staff to support all students to access and engage in the classroom Review facilities in the school to increase engagement in classroom activities through inviting and resourced environments 					Strategy/ies	<ul style="list-style-type: none"> Develop and implement a whole school approach to discipline through Positive Behaviour for Learning (PBL) Build instructional leadership capability and expectations of all school leaders to support organisational change and school improvement Review multi-tiered support systems to link into PBL processes Upskill staff to support all students to positively access and engage in the classroom Review, refine and recruit for support roles and processes to assist teachers and students Review facilities in the school to increase engagement in classroom activities through inviting and resourced environments 				
Actions:		Resources		Actions:		Resources					
1. AIP - Share with staff and community and allocate all necessary resources - Principal 2. Ensure instructional walks occur as planned - Principal 3. Develop whole of school lesson structure and approach to pedagogy and instructional walk processes - DP Junior 4. Build instructional Leadership capability of leaders in whole school pedagogy and lesson structure - DP Junior 5. Develop faculty vision and plan for implementation of whole school approach to pedagogy and lesson structure - HODs 6. Lead faculty meetings, APDP, Coaching, Feedback, Moderation meetings and instructional walks to drive whole school approach to pedagogy and lesson structure implementation - HODs 7. Deliver effective lessons aligned to the whole school approach to pedagogy and lesson structure and reflect on their impact - Teachers 8. Support teachers in delivery of whole school pedagogy and lesson structure through presence, support and appropriate resourcing - Teacher Aides and support staff		Professional Development Budget and TRS for release time Pedagogical resources (e.g. classroom sets of whiteboards, board magnets and reading resources) Professional Readings and Texts Digital resources Internal release time		1. AIP - Share with staff and community and allocate all necessary resources - Principal 2. Ensure instructional walks occur as planned - Principal 3. Develop and implement a whole school approach to discipline through Positive Behaviour for Learning using the PBL action plan - DP Senior 4. Build Instructional Leadership capability of leaders in whole school approach to discipline - DP Senior 5. Develop faculty vision and plan for implementation of whole school approach to discipline through lesson structure - HODs 6. Use faculty meetings, APDP, Coaching, Feedback and instructional walks to drive whole school approach to discipline implementation - HODs 7. Deliver effective lessons aligned to Positive Behaviour for Learning and reflect on their impact - Teachers 8. Support teachers in delivery of whole school discipline through presence, support and appropriate resourcing - YSC, SSO, CEC, Teacher Aides and support staff		PBL Budget and TRS for team release time Professional Development Budget YSC and SSO funding AGENT release time Pedagogical resources (e.g. ticket system, rewards) Professional Readings and Texts PBL Lessons					
End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> Whole school curriculum plan and moderation cycle documented, accessed and utilised by all teaching staff Whole school pedagogical practices and instructional leadership framework collaboratively developed, documented and implemented 90% A-C attainment in all KILAs in 7-10, with 50% A and B 95% A-C attainment in all KILAs in 11 100% A-C attainment in all KILAs in 12 and 100% QCE attainment >70% agreement in School Opinion Survey for staff and students in 'students are interested in their schoolwork' Alignment and agreement in NAPLAN reading and English Semester 1 results >85% agreement in School Opinion Survey for all in 'interested in my school work' Alignment of SOS and QEW survey - academic self-efficacy, goal mastery and perseverance Behaviour Leadership Team can/will: collaborate with staff to develop consistent classroom structure and pedagogical practices for use across the school, collaboratively develop Instructional Leadership framework for use across the school, plan and participate in instructional walks ensuring they occur as scheduled Staff can/will: utilise and actively support whole school approach to pedagogy and consistent lesson structure, actively engage and participate in professional learning aligned to pedagogy Students can/will: be able to identify lesson phase in line with whole school lesson structure, take responsibility for learning and articulate their requirements for improvement				End of Year Success Criteria Measures Performance: <ul style="list-style-type: none"> Positive Behaviour for Learning and multi-tiered support systems are all fully documented and enacted across the school Increase in student attendance to 90% Positive records increase to at least two per student (1200) First Nations students results in academic, behaviour and attendance on par with similar aged peers Decrease in behaviour incidents to <1800 100% staff upskilled in PBL processes and Trauma Informed Practices (Neuroscience) >85% agreement in School Opinion Survey for all in 'the expectations and rules are clear in my school' Alignment of SOS and QEW survey - relationships with peers, teachers and clarity of expectations 90% A-C attainment in effort and behaviour results in semester reports Behaviour Leadership Team can/will: collaborate with staff to develop PBL framework for use across the school, plan and participate in instructional walks ensuring they occur as scheduled, reinforce and model expected behaviours and delivery of PBL across the school Staff can/will: utilise and actively support whole school approach to discipline and consistent lesson structure including rewards systems, be able to use common agreed to PBL language for all areas of the school, reinforce positive student behaviours, deliver teaching aligned to PBL focus over time, reinforce and model expected behaviours and delivery of PBL across the school Students can/will: be able to recall school expectations and their behaviour requirements in all places across the school					
	Artefacts	2026 AIP - Term 1 Whole school lesson structure - documented and used in all classrooms - Term 1, then ongoing Faculty vision and plan - Term 1 Instructional Leadership/Collateral Engagement Framework documented including planner and protocols - Semester 1		PBL Matrix and explicit teaching of behaviour expectations documented and used in all spaces in the school - Semester 1 Positive rewards program documented and enacted by/for all on site - Semester 1 All rewards and awards criteria documented and shared across school and community - Semester 1 Changes to MTSS processes documented and enacted - End of year							
Approvals											
This plan was developed in consultation with the school community and meets school needs and systemic requirements.											
Principal		P&C/School Council				School Supervisor					



Provision of Curriculum

Purpose:

Curriculum structure to ensure systematic delivery

Malanda State High School Whole School Curriculum Overview (Provision of Australian Curriculum, QCAA & VET)					
Learning Area	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11/12
ENGLISH Core (3 lessons - 2 sems)	English	English	English	English	English (General)
					Essential English (Applied)
HUMANITIES - History - Geography - Economics & Business	Humanities (3 lessons – 1 sem of each) <ul style="list-style-type: none"> • Geography • History 	Humanities (3 lessons – 1 sem of each) <ul style="list-style-type: none"> • Geography • History 	History (3 lessons – 1 sem)	History (3 lessons – 1 sem)	Elective (3 lessons – 2 sems) <ul style="list-style-type: none"> • Modern History (General) • Geography (General) • Business Studies (Applied)
			Elective (3 lessons – 1 sem) <ul style="list-style-type: none"> • Geography • Business Studies 	Elective (3 lessons – 2 sems) <ul style="list-style-type: none"> • Geography • Business Studies 	
MATHEMATICS Core (3 lessons - 2 sems)	Mathematics	Mathematics	Mathematics	Mathematics Extension	Essential Mathematics (Applied)
					Mathematics (General)
				Mathematics	Mathematical Methods (General)
					Elective (4 sems) <ul style="list-style-type: none"> • Specialist Mathematics (General)
SCIENCE Core (3 lessons - 2 sems)	Science	Science	Science	Science	Elective (4 sems) <ul style="list-style-type: none"> • Biology (General) • Chemistry (General) • Physics (General) • Science in Practice (Applied)

Learning Area	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11/12
Languages	Rotation (2 lessons – 1 term) • Japanese	Elective (2 lessons – 1 sem) • Japanese	Elective (3 lessons - 2 sems) • Japanese	Elective (2 sems) • Japanese	Elective (4 sems) • Japanese (Distance Ed.)
The Arts	Rotation (2 lessons – 1 term each) • Music • Visual Arts • Drama	Elective (2 lessons – 1 sem) • Music • Visual Arts • Drama	Elective (3 lessons – 1 sem) • Visual Art	Elective (2 sems) • Visual Art	Elective (4 sems) • Visual Art in Practice (Applied) • Media Arts in Practice (Applied)
HPE <i>Core (3 lessons – 2 sems)</i>	HPE	HPE	HPE (3 lessons – 1 sem)	HPE (3 lessons – 1 sem)	Elective (4 sems) • Cert III in Fitness • Physical Education (General) • Sport and Recreation (Applied)
TECHNOLOGY	Rotation (2 lessons – 1 term) • Digital Technology • Design and Technology • Food and Fibre • Manual Arts • Agricultural Science	Elective (3 lessons – 1 sem) • Design and Technology • Digital Technology • Food and Fibre • Manual Arts • Agricultural Science	Elective (3 lessons – 1 sem) • Design and Technology • Digital Technology • Food and Fibre • Manual Arts • Agricultural Science	Elective (2 sem) • Design • Graphics • Digital Technology • Agricultural Science • Manual Arts • Food Specialisation • Food and Fibre	Elective (4 sems) • Cert II Agriculture • Agricultural Science (General) • Cert II Automotive • Cert III Hospitality • Design (General) • Hospitality Practices (Applied) • Industrial Technology Skills (Applied) • Furnishing Skills (Applied)

Alignment with DOE Recommended Time Allocations

DET Recommended Time allocations – Core hours per year or band

Subject	Year 7	Year 8	Year 9	Year 10	Core Total
English	140hrs	140hrs	140hrs	130hrs	550hrs
Mathematics	140hrs	140hrs	140hrs	130hrs	550hrs
Science	95hrs	95hrs	140hrs	130hrs	460hrs
History	50hrs	50hrs	50hrs	45hrs	195hrs
Geography Economics & Business Civics & Citizenship	90hrs	90hrs	50hrs	45hrs	275hrs
HPE	140hrs		140hrs		280hrs
Languages	140hrs		140hrs		280hrs
Technologies	140hrs		140hrs		280hrs
The Arts	140hrs		140hrs		280hrs

Malanda SHS current allocated hours per year or band

Subject	Year 7	Year 8	Year 9	Year 10	Total
English	140hrs	140hrs	140hrs	140hrs	560hrs
Mathematics	140hrs	140hrs	140hrs	140hrs	560hrs
Science	140hrs	140hrs	140hrs	140hrs	560hrs
History	70hrs	70hrs	70hrs	70 hrs	280hrs
Geography Economics & Business Civics & Citizenship	70hrs	70hrs	70hrs – an elective	140hrs - an elective	350hrs
HPE	280hrs		70hrs	70hrs	420hrs
Languages	23hrs	47hrs – per elective	140hrs - an elective	140hrs - an elective	350hrs
Technologies	93hrs – across AG, DIG, TFF, ITM	47hrs – per elective	140hrs – per elective		280hrs
The Arts	70hrs – across ART, MUS, DRA	47hrs – per elective	140hrs – per elective		257hrs



Documenting risk assessments (CARA records)

Teachers show through the three levels of planning the hazards and risks of curriculum activities and how they are assessed and managed. This includes listing the risk level and how to manage the inherent risk of each activity within Unit Plans. Where necessary, CARA records are completed and stored in One School.

- Teachers are required to complete CARA records in One School for:
 - o any activity conducted off-site – this will be completed in the excursion planner on One School
 - o all high and extreme risk level activities conducted on-site
- Where a CARA guideline does not exist, teachers must complete required CARA records in One School
- For low risk and medium level activities:
 - o record the risk level of the activity within the three levels of planning
 - o teachers document control measures within teacher planning – this can be done as a faculty at the beginning of the year
- For high risk level and extreme risk level activities only:
 - o teachers seek documented approval to undertake the activity from the principal prior to the activity being undertaken
 - o teachers must obtain a parent consent letter – which will be sent home and attached to the CARA in One School.
- For high and extreme risk level activities:
 - o record the risk level of the activity within the three levels of planning
 - o teachers prepare risk assessment records using One School - for all Science related practical activities and equipment use teachers use <https://www.riskassess.com.au/>
 - o teachers utilise previous CARA records for the activity to inform additional risks, hazards and control measures for new CARA records
 - o teachers review and record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in an activity. Include extra risk mitigation strategies as required
 - o teachers complete CARA records in One School. Record any other supervision requirements, equipment/facility requirements and/or relevant hazards/control measures risks and hazards relevant to the activity to lift the safety standard above minimum
 - o at the beginning of the year teachers review and update existing CARA records whenever there is a change of circumstance or environment for an activity (e.g. venue, student cohort, time of year, weather, number of participants etc.)



Assessment

Assessment at Malanda State High School is designed to provide timely and informative feedback about students' learning progress. Effective feedback encourages self-reflection, allowing students to actively monitor and evaluate their own learning. Together, assessment and feedback support continuous, collaborative, active and self-directed learning.

A Learning and Assessment Overview (LAO) is produced for each subject and year level. These LAOs outline the units of study for the year and the corresponding dates for checkpoints, drafts and summative assessment submissions.

Unit plans forefront assessment and ensure that teaching and learning is provided in ways that meet the learning needs of all students for each learning area and/or subject in Years 7 – 12. Assessment and unit plans are developed simultaneously to ensure pedagogy and curriculum aligns with summative assessment. The design of assessment tasks should be “front-ended” in unit planning, ensuring that assessment is directly related to the learning goals of the unit of work.

Formative assessment can be used to monitor student progress and gather further evidence of student learning.

Monitoring Strategies can be used to assess elements of the achievement standard outside of the summative assessment.

Summative assessment is designed and administered to gather evidence and to report on student learning and academic achievement against the relevant standards. Summative assessment requires a task sheet, aligned to the relevant marking guide (standard elaborations, ISMGs or criteria depending on year level and subject).

	Staff Responsibility	Student Responsibility
Engaging in Learning and Assessment	<ul style="list-style-type: none"> strategies to inform students about expectations for engaging in learning and assessment 	<ul style="list-style-type: none"> engaging in learning and assessment complete all requirements for achieving a result in the unit or subject complete the required learning in the subject provide responses to all assessments
Academic Integrity	<ul style="list-style-type: none"> strategies and /or requirements to: <ul style="list-style-type: none"> develop shared understanding of academic integrity academic misconduct plan teaching and learning, assessment design and implementation practices to ensure all student work is their own model academic integrity 	<ul style="list-style-type: none"> understand what it is to 'submit your own work' only work authenticated as your own will be used to make a judgment
Scaffolding	<ul style="list-style-type: none"> Scaffolding in assessment does not lead students to an expected or predetermined answer or response and allows students to independently demonstrate the objectives being assessed Scaffolding should be administered consistently when there are multiple teachers teaching the same subject 	

Authentication Strategies	<ul style="list-style-type: none"> • school strategies which may include: <ul style="list-style-type: none"> ○ teacher observation and supervision of students completing work ○ requirements for submitting a draft ○ an interview to determine student understanding and authorship of a draft and/or response 	<ul style="list-style-type: none"> • complete work during allocated class time • sign a declaration • submit the draft • only work that can be authenticated by the school as your own, can be used to make a judgment
Checkpoints, Drafting and Due Dates	<ul style="list-style-type: none"> • Provide feedback on only one student response: <ul style="list-style-type: none"> - feedback on draft must not compromise/include: <ul style="list-style-type: none"> ○ authenticity of student response ○ introduce new ideas, language or research to improve the quality and integrity of the student work ○ edit work to correct spelling, grammar, punctuation and calculations ○ allocation of a mark • Non-completion of checkpoint progress work will be: <ul style="list-style-type: none"> - recorded as a behaviour incident on OneSchool (Category: Refusal to participate in educational program of the school) - class teacher will contact home - refer to relevant HoD Curriculum (<i>and HoSS when Year 11 and 12 student</i>) (<i>The HoD will offer additional lunchtime support session</i>) - HoD Curriculum will collate student list from teacher referrals and communicate required checkpoint sessions via SOBS - teacher to monitor if student has submitted and let HoD Curriculum know when student has met requirements • for draft non-submission, follow above checkpoint progress: <ul style="list-style-type: none"> - HoD Curriculum will follow up with student to ensure the student submits their most recent completion of task • Non-submission of final: <ul style="list-style-type: none"> - teacher will only mark work which was completed and submitted prior to the due date to make a judgement - record as behaviour incident on OneSchool - teacher to contact home - refer to relevant HoD Curriculum (<i>and HoSS when Year 11 and 12 student</i>) 	<ul style="list-style-type: none"> • Submit required work in line with checkpoint, draft and final submission due dates • Absences or extenuating circumstances which lead to non-submission of a draft or final, communicate with the Head of Student Support and complete the "Extension" Form.



AARAs

Malanda State High School is committed to reducing barriers to success for all students. Tailored supports, including adjustments, are provided as appropriate for students in year 7-10. Tailored supports ensure all students are supported to demonstrate the full extent and depth of their learning on the same basis as other students. Malanda State High School has a legal obligation to make reasonable adjustments to enable students with disability to access and participate in education, the curriculum and school activities on the same basis as other students.

Students in year 11 and 12 access the QCAA Access Arrangements and Reasonable Adjustments (AARA) process. AARAs are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition, or other circumstances may affect their ability to read, respond to or participate in assessment. The school follows the processes as outlined in the QCE and QCIA policy and procedures handbook.

Australian Curriculum (Yr 7-10)

Request for extension

In the case of unforeseen illness or misadventure, students and parents/carers must contact the relevant Head of Student Support as soon as possible and submit the relevant supporting documentation.

Reasonable adjustments

Teachers identify students in their cohort who require tailored support and adjustments to their assessment as part of their planning. They develop strategies for teaching and learning to support these students. Teachers negotiate appropriate assessment adjustments for students as required. Teachers document these adjustments. Adjustments can be made to the mode and/or conditions of assessment for individual students when necessary. Adjustments do not involve compensating for what the student does not know, understand, or cannot do, rather, they support equitable access to the assessment.

Adjustments:

- are applied, monitored, and reviewed consistently across the school and on an individual basis
- reflect differentiation and/or adjustments made to curriculum delivery during teaching and learning in the unit
- enhance engagement and equitable outcomes for all students

Any adjustment to the mode and/or conditions of assessment should maintain the appropriate curriculum, cognition, context, and complexity of assessment, including the way judgments are made about the quality of the evidence.

Where students have an approved Individual Curriculum Plan (ICP) for a curriculum area, teachers assess students at the appropriate curriculum, cognition, context, and complexity of assessment, including the way judgments are made about the quality of the evidence.

Senior Assessment and Tertiary Entrance (Yr 11-12)

Illness and misadventure

In the case of unforeseen illness or misadventure, students and parents/carers must contact the Deputy Principal/HoSS/GO responsible for AARAs as soon as possible and submit the relevant supporting documentation.

Permanent, temporary or intermittent conditions

All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal's delegate.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided
- matters of the student's or parent's/carer's own choosing
- matters that the school could have avoided



Moderation Practices

Moderation is integral to systematic curriculum delivery at Malanda 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 Malanda State High School judgements against relevant achievement standards.

Yrs 7-10 – Australian Curriculum

Malanda 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:

BEFORE

- 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

AFTER

- 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

END

- Reflect, review and refine for future planning

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

Senior Schooling

GENERAL Subjects

QCAA Endorsement -

Schools apply to the QCAA to have their assessment instruments endorsed for each new cohort of students. All assessment instrument development, submission, review and decisions are conducted through the Endorsement process.

The QCAA is responsible for managing the endorsement process, providing endorsement information and support to schools, and training teachers with subject expertise to evaluate assessment instruments for endorsement.

Chief endorsers sample schools' summative internal assessment instruments and endorsement decisions. They also complete sampling at the end of each endorsement event to provide information that can be used to refine processes or provide information for assessors and schools, in preparation for the next endorsement event.

QCAA Confirmation -

Confirmation is an annual quality assurance process for General and General (Extension) subjects based on the reliability attribute of quality assessment.

Confirmation examines the accuracy and consistency of teachers' judgments about students' responses to summative internal assessment instruments, to ensure comparability of results across Queensland. The confirmation process aims to ensure fair and reliable results for students.

Overall subject results for General and General (Extension) subjects are determined by a student's confirmed results in the three summative internal assessment instruments specified by the relevant syllabus, and the summative external assessment.

APPLIED Subjects

QCAA Quality Assurance –

Applied (Essential) subjects are quality assured through a review of student responses to the school's endorsed IA1 assessment instrument and the QCAA-developed common internal assessment (CIA) instrument. The review provides advice to schools about the accuracy of teacher judgments matched to the instrument-specific standards for the IA1 and the marking guide for the CIA.



Reporting

Academic Reporting

Academic reporting involves communicating information to parents, carers and students about student achievement and progress for a subject undertaken, at a point in time. Reporting builds the school-parent partnership to improve student learning. In addition to providing written reports, the school offers parent/teacher interviews as an opportunity to discuss their child's educational performance at the school, with their child's teacher(s). These are scheduled to occur each year, early in Terms 2 and 3.

Written Reports

Malanda SHS uses OneSchool to complete formal written reports to parents. These report student achievement for each learning area/subject studied in the reporting period, against the relevant achievement standard. Student effort and behaviour are also reported. The report represents the student's level of achievement at the time of reporting. In Years 7 – 10, Malanda SHS students are assessed and reported against the Australian Curriculum achievement standard for the year/band of years taught. In Years 11 – 12, students are assessed against the QCAA General and Applied Senior Syllabuses, and where applicable, vocational education and training certificates.

Reporting for diverse students

Students provided a different year-level curriculum than their age cohort (ICPs) for an entire learning area/subject are assessed and reported against the achievement standards for the year level curriculum they are taught. This includes students studying accelerated curriculum. Students on a Highly Individualised Curriculum are assessed and reported against the learning expectation identified in their Individual Curriculum Plan.

Timing of Reporting

Reporting at Malanda SHS occurs four times each year - an interim report at the end of Term 1 and Term 3, as well as reports at the end of Semesters 1 and 2. For each subject, teachers make an on-balance judgement about the student's achievement based on the evidence of student performance in the assessment folio. Achievement grades are issued "semester to-date" for Years 7 – 10 and "year to-date" for Years 11 - 12 which means at each reporting juncture all the work that the student has produced in that semester/unit is used to inform the teachers' judgements.

Year	Term 1	Semester 1	Term 3	Semester 2
Year 7-10	OneSchool Interim Report	OneSchool Semester 1 Report	OneSchool Interim Report	OneSchool Semester 2 Report
Year 11	OneSchool Interim Report	OneSchool Unit 1 Report	OneSchool Year to date Report	OneSchool Unit 1 & 2 Report
Year 12	OneSchool Interim Report	OneSchool Unit 3 Report	OneSchool Interim Report	QCAA Queensland Certificate of Education publication

For interim and semester reports:

- Ratings of A-E are provided for achievement, effort and behaviour
- Attendance data is also reported



One School uses an A to E scale with accompanying descriptors for achievement

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.
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.
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.
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.
E	Evidence in a student's work typically demonstrates a very limited knowledge and understanding of concepts, facts and procedures, and application of processes
<p>"N" may only be reported with approval from the year level Head of Student Support where there is insufficient evidence to make a judgement.</p> <ul style="list-style-type: none">• "N" for students with long term unexplained absences who should but have not submitted assessment• Approved list of "N" rated students is communicated to teachers via the Heads of Student Support.• Where students may be missing from this approved list, teachers discuss with their HoD. Where "N" is then recommended, the Head of Student Support must approve.	

VET certificate subjects are the exception where the below scale is used to report on each student's progress towards attaining the relevant certificate:

CA	Competency Achieved
WTC	Working towards competency
CNA	Competency Not Achieved



Prep–Year 12: Behaviour

Use the following five-point scale to report on behaviour.

A	The student always demonstrates positive learning behaviours and models the expectations set out in the Student Code of Conduct.
B	The student consistently demonstrates positive learning behaviours and regularly meets the expectations set out in the Student Code of Conduct.
C	The student mostly demonstrates positive learning behaviours and usually meets the expectations set out in the Student Code of Conduct.
D	The student sometimes demonstrates positive learning behaviours and needs guidance to meet the expectations set out in the Student Code of Conduct.
E	The student rarely demonstrates positive learning behaviours and requires intensive support to achieve the expectations set out in the Student Code of Conduct.
N	Insufficient evidence to make a judgement.

Prep–Year 12: Effort

Use the following five-point scale to report on effort.

A	The student is a model learner, demonstrating personal commitment, persistence and adaptability.
B	The student consistently demonstrates personal commitment, persistence and adaptability in their learning.
C	The student typically demonstrates commitment, persistence and adaptability in their learning.
D	The student sometimes demonstrates commitment, persistence and/or adaptability in their learning.
E	The student requires frequent encouragement to persist and persevere with learning.
N	Insufficient evidence to make a judgement.



Malanda State High School Data Plan 2025 - 2028

Context:

The intent of this statement is to provide the Malanda SHS school community with a description of how data is collaboratively managed to make positive evidence-based decisions around student learning and school improvement. In a joint statement, the Department of Education (DoE) and the Queensland Teachers' Union (QTU) *“are committed to the purposeful use of a range of evidence-based sources to inform the decision making of teachers, heads of program and school leaders in their professional practice”* (February 2021). Rather than being ‘data-driven’, Malanda SHS strives to achieve ‘data-informed’ practice. *“Data-informed practice is enabled by taking a purposeful, collaborative, solution focused, ethical and inclusive approach to our engagement with both using, and learning about the use of, data”* (extract from DoE’s Data Literacy Framework). This plan should be read in conjunction with the school’s Strategic Plan 2025-2028 and the Annual Improvement Plan, generated each year of this strategic plan.

Educational Achievement Data						
Types of data	Source	Examples of use	By who	Target	Timing	Link to Strategic Priorities
Student academic reporting data	One School Track Ed	<ul style="list-style-type: none"> - Informs Achievement Ladders - Informs seating plans - Informs differentiation and student plans - Informs tracking of student progress and QCE tracking - Informs moderation of tasks and pedagogy - Informs APDPs for PD and coaching needs 	Students, Teachers, Leadership Team	90% A-C 50% A+B 90% A+C in effort and behaviour	Reporting	Whole School Approach to Curriculum and Pedagogy Whole School Approach to Discipline (PBL)
ATAR data	QTAC Track Ed	<ul style="list-style-type: none"> - Year 12 exit data 	Leadership Team	>75% students achieving an 80 or higher	T4	Whole School Approach to Curriculum and Pedagogy
VET competencies and completion	QCAA VETIS providers	<ul style="list-style-type: none"> - Tracking of student progress - Year 12 exit data 	VET teachers, Heads of Student Support Leadership Team	100% completion	T4	Whole School Approach to Curriculum and Pedagogy
QCE attainment	QCAA Track Ed	<ul style="list-style-type: none"> - QCE progress tracking - Year 12 exit data 	Heads of Student Support Leadership Team	100%	T4	Whole School Approach to Curriculum and Pedagogy
NAPLAN	QCAA	<ul style="list-style-type: none"> - Informs literacy & numeracy priorities 	Teachers, Heads of Student Support, Heads of Education	90% or higher participation		Whole School Approach to Curriculum and Pedagogy

		- Informs differentiation and student plans	Services, Diverse Learning team	60% in strong and exceeding across all strands		
ICP (Individual Curriculum Plan)	One School	- Articulates the achievement standards and expectations of a year level different to the enrolled year	HOSES, Diverse Learning Teachers, Teachers	90% A-C 50% A+B 90% A+C in effort and behaviour	Reporting	Whole School Approach to Curriculum and Pedagogy
QCIA (Queensland Certificate of Individual Achievement)	One School QCIA portfolio	- Alternative education program for senior school students used to outline and measure success if individual learning goals	HOSES, Diverse Learning Teachers, Teachers	100%	T4	Whole School Approach to Curriculum and Pedagogy

Belonging and Engagement Data						
Types of data	Source	Examples of use	By who	Target	Timing	Link to Strategic Priorities
Diverse learning diagnostic testing	Various	- Informs identification of needs and support strategies - WIAT - DIBELS - YARC, etc.	Diverse Learning team Guidance Officer	Number of Identified Students	As required	Whole School Approach to Curriculum and Pedagogy Whole School Approach to Discipline (PBL)
Class Dashboard	One School	- Informs class planning - Informs seating plans - Informs differentiation and student plans	Teachers	100% Teachers utilising	T1,2,3,4	Whole School Approach to Curriculum and Pedagogy Whole School Approach to Discipline (PBL)
Student attendance	One School Track Ed	- Informs intervention strategies - Attendance/PBL rewards	Behaviour Support Roles Heads of Student Support Deputy Principals	90%	T1,2,3,4	Whole School Approach to Discipline (PBL)
Student behaviour	One School SOS	- Informs intervention and support strategies	Heads of Student Support Deputy Principals Complex Case Team	<1800 referrals >90% agreement to 'expectations and rules are clear'	T3	Whole School Approach to Curriculum and Pedagogy Whole School Approach to Discipline (PBL)
NCCD (National Consistent Collection of Data)	One School	- Identifies the number of students with a DDA (disability in alignment with the Disability Discrimination Act) that impacts students learning	HOSES, Heads of Student Support	100% of student's needs captured	T3	Whole School Approach to Curriculum and Pedagogy Whole School Approach to Discipline (PBL)
AIMS (Adjustment Information Management System)	One School	- Information and adjustments pertaining to students who have a verified disability that meets the predetermined criteria	Heads of Student Support, SWD Support Officer	100% of student's needs captured	T1, then ongoing	Whole School Approach to Curriculum and Pedagogy Whole School Approach to Discipline (PBL)
PLP (Personalised Learning Plans)	One School	- Learner profile outlining the learning style and reasonable adjustments provided to a student	HOSES, Teachers, Heads of Student Support	100% of student's needs captured	T1, then ongoing	Whole School Approach to Curriculum and Pedagogy

						Whole School Approach to Discipline (PBL)
School Opinion Survey	One School	<ul style="list-style-type: none"> - Informs Strategic Plan, AIP - Insight to school culture and stakeholder perspectives - 	Leadership Team All staff	<ul style="list-style-type: none"> >90% agreement to 'expectations and rules are clear' > 90% staff wellbeing and morale 	T3	<ul style="list-style-type: none"> Whole School Approach to Curriculum and Pedagogy Whole School Approach to Discipline (PBL)
Enrolment data	One School	<ul style="list-style-type: none"> - Informs timetabling priorities - Determines staffing allocations - Informs transition programs - 	Principal, Deputy Principals Principal, Deputy Principals	100% Students in catchment enrolled	T1	<ul style="list-style-type: none"> Whole School Approach to Curriculum and Pedagogy Whole School Approach to Discipline (PBL)
School HR data	MyHR	<ul style="list-style-type: none"> - Planning for future staffing needs (short and long term) 	Principal, Deputy Principals	100% staffing	T4, 1	<ul style="list-style-type: none"> Whole School Approach to Curriculum and Pedagogy Whole School Approach to Discipline (PBL)

References:

Department of Education. (2020) *The Evidence Hub*. <https://learningplace.eq.edu.au/cx/resources/file/85109497-c7b1-4b39-b56b-610667cf9c47/1/index.html>

Department of Education and QTU. (2021) *The purpose and use of data in Queensland Schools: a joint statement from Department of Education and the Queensland Teachers' Union*. https://www.qtu.asn.au/application/files/2316/0747/0612/AQRD_Joint_statement_Purpose_and_use_of_Data_Feb2021.pdf