Cavendish Road State High School

2026

Curriculum Provision Planning

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School Context

School

School information and data		
School	Cavendish Road State High School	
Total enrolments	2031 (Day 8 2026)	
Year levels	7 – 12	
Student information	46.7% males	53.3% females
	2.2% indigenous students	21.8% students with disabilities
Staff information	Number of teaching staff: 140.61 FTE	Number of non-teaching staff: 25.4 FTE
Systemic priorities	**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: • 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: • 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: • embrace diversity by creating welcoming, inclusive and accessible educational settings • value student, parent/carer, community and stakeholder voice in our approach to teaching and learning	
School-based priorities	**THREE KEY PRIORITY THEMES FOR 2024 - 2027** Over the next 4 years Cavendish Road State High School will embark on the next phase of our school's development delivering on … • **Culture** – Being a "Cavroadian" is to personally identify and commit to our school motto, 4 Pillars and 5 C's. • **Teaching & Learning** – Visibly explicit teaching, Visible learning intentions and goals, Visible feedback. • **Learning Growth** – Every child can learn, grow, success, excel.	

CAVENDISH ROAD STATE HIGH SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN

EIA School priority 1: (Domain 6) a. aligned curriculum planning, ensuring there is progressive development of higher order thinking skills consistent with the school's pedagogical practices 'Learning@Cav' to further challenge all students b. an agreed whole-school approach to moderation across multiple junctures to ensure consistency of teacher judgement and inform teaching and learning.	Monitoring				Long term measurable/desired outcomes by 2027	AIP measurable/desired outcomes for 2026	Sem 2 2025
	Term 1	Term 2	Term 3	Term 4			
Educational Achievement: **EIA – "Boost the A's"** **Strategies:** • Develop student subject language and communication skills consistent with the intellectual demands of the curriculum: vocabulary for reading, writing expression aimed at the top two achievement bands A-B • Continue sharing best practice among Heads of Department and teachers to implementing across the school procedures of moderation review cycles of teacher assessment judgments, and to inform teaching and learning. • A bespoke problem of practice endorsed by the Executive Principal in every subject departments/faculty • Implement NAPLAN engagement and student readiness strategies **Engagement:** **EIA – "Coax the culture"** **Strategies:** • Refine Heads of Student Services operations and develop lines of sight and accountability systems for attendance and behaviour	On-going				A 1% per annum improvement in student academic performance measures, that by 2027 from Years 7 to 12 • A-C at > 98% • A > 35% • 0% E and Not Rated • 0% Closing the Gap Junior secondary "On track for success" English and Mathematics by 2027 • A-C at 98% • A-B achievement 78% • A-C Effort & Behaviour 98% Senior Secondary "Ready for the future" that for each year by 2027 • 100% QCE/QCIA is maintained • 35% students achieve ATAR >92 • 95% students achieve ATAR >65 • 0% students achieve ATAR <30 • >95% students to post -school destinations Signature practices • 3 level planning is evident in every faculty and provides for differentiation to meet needs of all learners • Assessment is quality assured for alignment to AC requirement, Senior, Inclusive & Differentiated Responsible officer(s): • Head of School – Teaching & Learning • Heads of Department - Curriculum	• A-C at > 96% • A > 31% • 0% E and Not Rated • 0% Closing the Gap • OOHC A-C • A-C at 97% • A-B achievement 77% • A-C Effort & Behaviour 99% • 100% QCE/QCIA is maintained • >36% students achieve ATAR >92 • >96% students achieve ATAR >65 • 0% students achieve ATAR <30 • >95.4% students to post -school destinations	96.2% 40.6% .8% 5.5% 83% 96.9% 80.7% 99.3% ● ● ● ● ●

Actions:
• 3 level planning explicitly provides for Tier 1 and Tier 2 learning strategies and resources in each faculty
• Share best practice as a PLT among Heads of Department and teachers of implementing Tier 1 and Tier 2 pedagogical strategies
• Within the Learning@Cav pedagogical approach, each subject area develops language of the subject approach
  • vocabulary to create a taxonomy of vocabulary,
  • reading and writing in each subject and each year level and
  • include multiple opportunities for students to write, explain, evaluate and apply subject learning, comprehension and mastery of content.
	✓
	
	✓
	
	✓
		✓
		
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			✓
			
			✓
			
			✓
				✓
				
				✓			

EIA School priority 2: (Domain 8) Deepen staff knowledge and engagement with 'Learning@Cav' through professional learning and opportunities to engage in targeted observation, feedback and mentoring models for all teaching staff.	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:	
	Term 1	Term 2	Term 3	Term 4			

Strategies: "Maintain an exemplary professional culture"
• Deepen the network of mentor and key teachers to lead faculty specific, quality assured inclusive differentiation strategies of high impact in both curriculum planning and classroom practices.
• Invest in teacher and leader capability and create a line of sight of professional learning, to teacher capability, and student learning outcomes.
• Continue to provide professional learning to Heads of Department and teachers to develop learning programs that facilitate learning from surface, to deep, to transfer learning.
• Continue to build the capability of staff to further enhance the impact and effective classroom implementation of "Learning@Cav".
  • Embed surface, deep, and transfer learning in 3 level planning.
  • Develop a whole school approach to "Responding to Learning" with an emphasis on evidence-based feedback
○
	On-going				**Signature practices**
					• A repertoire of visible and measurably impactful teaching is evident across the school including
					  ○ 3 level planning in Junior school and 100% reliability of QCAA confirmation, endorsement and moderation
					  ○ Setting Personal Goals. Annual Performance Development Planning directly traceable to the school's Professional Learning Plan and professional learning budget
					  ○ Investing in a system of professional observation, feedback, coaching and modelling
					  ○ A taxonomic teaching and learning approach informed by the "Learning@Cav" action research is embedded across the school in professional practice
					
					Collegiate behaviours
					  ○ Staff share and de-privatise their practice by
					  ▪ Seeking professional opportunities and
					  ▪ are provided a framework of access to peer to peer, mentoring and coaching appropriate to their career phase
					  ○ Co-design and collaboration inform core business, routines of learning, and student progress monitoring
					• Responsible Officers – All staff
						• 100% of QCAA programs and assessment endorsed and confirmed
						• All 3 phases of "Learning@Cav" are reflected in unit lesson planning
						• 100% of staff complete APDP and
						School opinion survey
						• >90% staff satisfied with PD
						• > 95% of students that "Teachers provide useful feedback"
						• >81% students "like school"
						
						• 100% of staff enrolled in faculty based PLT
						• 100% of staff participate in term monitoring data cycles
						• All teaching staff participate in 2 cycles of OFCM in the year
						• All professional learning meets EIA
							●
							●
							●
							
							●
							●
							76%
							
							●
							●
							●
							●

Actions:
• HODs take a "skills inventory"
  • Informed by SPGs, collaboratively developed data collection of teacher capabilities and needs
  • collate current practices and
  • collaboratively adopt schoolwide collegiate observation, feedback, coaching and modelling (OFCM)
• Continue to quality assure alignment of individual SPGs with school plans and EIA
• Identify and task Highly Accomplished, Experienced and Senior Teachers to lead, implement, and model the "Learning@Cav" approach as core business within faculties
• Continue
  • a mentor program for each stage of profession; beginning, establishing, experienced teachers, highly accomplished teachers, middle and executive leaders and aspirants.
  • instructional leadership cycles of executive and middle leaders
  • a school based aspirant leadership and shadowing program
  • the beginning and early career teachers' program
  • Executive Principal coaching for capability of middle and executive leadership teams
	On-going				• Heads of Department
					
					• DP (HR)
					• Head of School
					• Executive Principal		

School priority 3: (Domain 7) Embed a Multi-Tiered System of Support (MTSS), to align targeted supports for students with diverse learning needs.	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes	
	Term 1	Term 2	Term 3	Term 4			
Engagement Strategies: High levels of student engagement • Implement the sub-school strategy with integrity and rigour • Implement effective Case Management to facilitate, monitor and deliver broader wellbeing, intervention initiatives and targeted support to optimize student engagement at school: attendance, behaviour, effort, progress • Create a "one-team" approach to specialized differentiation to deliver on NCCD obligations across the curriculum • Extend, challenge and celebrate student growth and successes in their schooling	On-going				Signature practices • Associate leadership maintain systems and monitor and maintain high expectations of students in attendance and behaviour • All teachers continue to use data placemats to inform differentiation requirements for all students • Specialist support staff skills are shared with all teaching staff to build broader capacity and capability Collegiate behaviours • Staff use and share data that informs their practice	• Effort & Behaviour results 100% • Attendance exceeds 92% • Student Disciplinary Absences <1% of enrolment per term • All key stakeholders have a well understood role description • 100% NCCD students have a learning profile made available to teachers and co-ordinated support is delivered and recorded • >90% students on an ICP and receiving adjustments achieve >C • 100% staff are familiar with the MTSS, its influence on classroom practice and accountabilities • 100% staff able to effectively differentiate for student access to the curriculum	98% 92% <1%
Actions: • Engage curriculum Heads of Department in transformative Tier 1 and Tier 2 pedagogical practices within the Learning@Cav approach • Inclusion staff support inclusive and differentiated practices in the classroom • Refine intervention and support programs to ensure alignment with the needs of identified students. • Deliver YLC programs with intent within the sub school strategy • Refine data collection systems and feedback from teachers to track student progress and needs.	✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓	Responsible officer(s): Heads of Department (Curriculum) Head of School		

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Richard Usher
Executive Principal

Blair Hanna
School Supervisor

Long-term Plan for the Provision of the Curriculum (Australian Curriculum, QCAA, VET)					General/Applied/*VET*
Learning Area	**Year 7**	**Year 8**	**Year 9**	**Year 10** **All subjects 3 lessons/week**	**Year 11 & 12** **All subjects 3 lessons/week**
English	*Core (3 lessons - 2 sems)* •English	*Core (3 lessons - 2 sems)* •English	*Core (3 lessons - 2 sems)* •English	*Core (2 sems)* •English *By Invite: instead of English (Sem 2)* •Short Course Literacy Prep •Essential English Prep •Literature Prep	*Core (4 sems)* •English OR •English as an Additional Language OR •Literature OR •Essential English
Mathematics	*Core (3 lessons - 2 sems)* •Mathematics	*Core (3 lessons - 2 sems)* •Mathematics OR •Accelerated Mathematics	*Core (3 lessons - 2 sems)* •Mathematics OR •Accelerated Mathematics	*Core (2 Sems)* •Foundation Mathematics OR •General Mathematics Prep OR •Mathematical Methods Prep OR •Accelerated Mathematics *Elective (1 sem)* •Specialist Mathematics Prep	*Core (4 sems)* •Essential Mathematics OR •General Mathematics OR •Mathematical Methods *Elective (4 sems)* •Specialist Mathematics
Science	*Core (2 lessons - 2 sems)* •Science	*Core (2 lessons - 2 sems)* •Science	*Core (3 lessons - 2 sems)* •Science	*Core (1 sem)* •Science OR •Science Foundation *Elective (1 sem)* •Biology Prep •Chemistry Prep •Engineering Prep •Physics Prep •Psychology Prep	*Elective (4 sems)* •Biology •Chemistry •Engineering •Physics •Psychology •Science in Practice
Humanities ***History** ***Geography** ***Econ. & Bus.** ***Civics & Cit.**	*Core (3 lessons - 2 sems)* •Humanities	*Core (3 lessons - 2 sems)* Humanities	*Core (3 lessons - 1 sem)* •History *Elective (3 lessons - 1 sem)* •Academy of Ideas: Philosophy •Economics and Business •Geography	*Core (3 lessons - 1 sem)* •History *Elective (1 sem)* •Accounting Prep •Ancients/Modern History Prep •Business Prep •Cert III Business Prep •Economics Prep •Geography Prep •Legal Studies Prep •Philosophy Prep	*Elective (4 sems)* •Accounting •Ancient History •Business •*Cert* III *in Business* •*Cert IV in Justice Studies* •*Diploma of Business* •Economics •Geography •Legal Studies •Modern History •Philosophy and Reason •Social and Community Studies

Learning Area	Year 7	Year 8	Year 9	Year 10 All subjects 3 lessons/week	Year 11 & 12 All subjects 3 lessons/week
LOTE	*Core (2 lessons – 2 sems)* •German OR •Japanese	*Core (3 lessons – 1 sem)* •German OR •Japanese	*Elective (3 lessons - 2 sems)* •German •Japanese	*Elective (2 sems)* •German OR •Japanese	*Elective (4 sems)* •Chinese (Distance Education) •German •Japanese
The Arts	*Core (3 lessons – 1 sem)* •Music, Visual Arts, Drama, Media Arts across	*Core (2 lessons – 2 sems)* •Music, Visual Arts, Drama, Media Arts	*Elective (3 lessons – 1 sem)* •Drama •Media Arts •Music •Visual Art	*Elective (1 sem)* •Art Senior Prep •Drama •Music •Visual Art •Media Arts	*Elective (4 sems)* •Drama •Media Arts in Practice •Music •Music Extension (Unit 3/4) •Music in Practice •Visual Art •Visual Arts in Practice
HPE	*Core (2 lessons – 2 sems)* •HPE OR •HPE Football OR •HPE Netball OR •HPE Touch Football	*Core (3 lessons – 1 sem)* •HPE OR •HPE Football OR •HPE Netball OR •HPE Touch Football	*Core (3 lessons - 1 sem)* •HPE OR *Elective (3 lessons - 2 sems)* •HPE Football OR •HPE Netball OR •HPE Touch Football	*Core (3 lessons - 1 sem)* •HPE OR *Elective (3 lessons - 2 sems)* •HPE Football OR •HPE Netball OR •HPE Touch Football *Elective (1 sem)* •Health Prep •Recreation and Fitness Prep •Physical Education Prep	*Elective (4 sems)* •*Cert III in Fitness* •Health •Physical Education •Sport and Recreation •Cert III Sport Coaching (Football Academy)
Technology	*Core (3 lessons – 1 sem)* •Digital Technology	*Core (2 lessons – 2 sems)* •Design Technology •Food and Fibre Technology	*Elective (3 lessons - 1 sem)* •Design and Technologies (Graphical Design) •Digital Technology •Food and Fibre Production •Materials and Technologies specialisations	*Elective (1 sem)* •Design Prep •Design Technology Engineering Practical •Design Furnishing Engineering Practical •Digital Solutions Prep •Digital Technology •Food and Nutrition Prep •Hospitality Prep	*Elective (4 sems)* •*Cert II Engineering Pathways* •*Cert II Furniture Making Pathways* •Design •Digital Solutions •Hospitality Practices •Information & Communication Technology

Alignment with DOE Recommended Time Allocations

DET Recommended Time allocations – Core hours

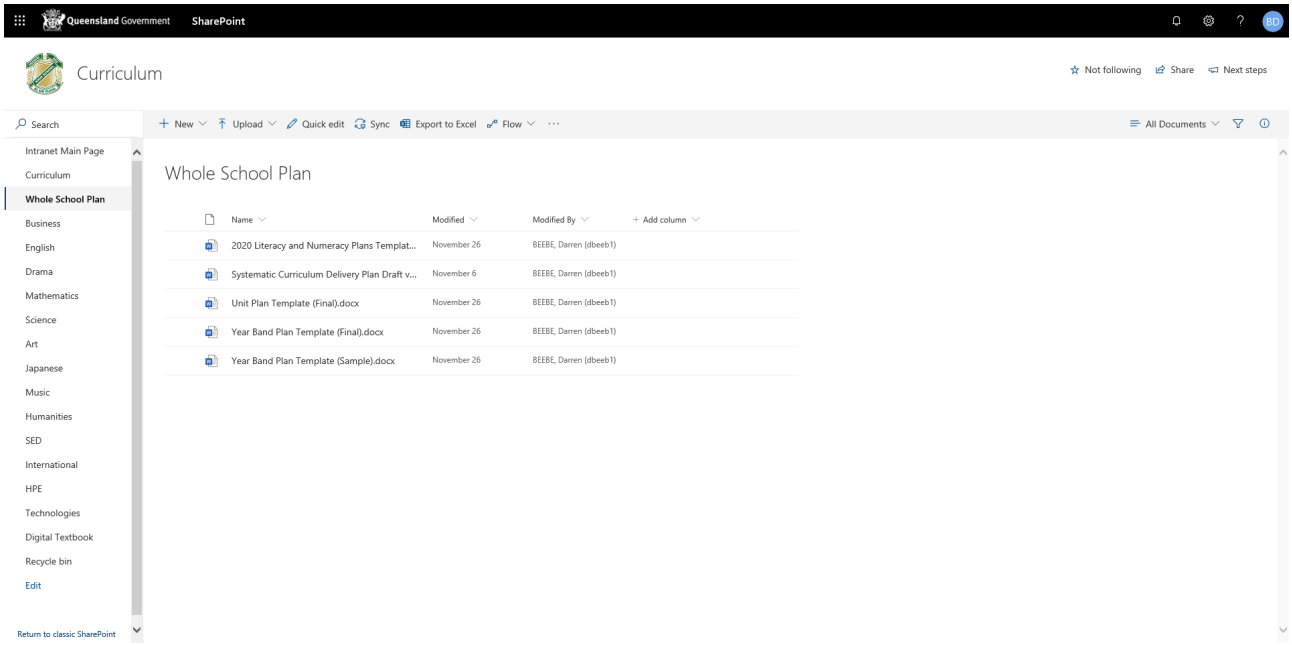
Subject	Year 7	Year 8	Year 9	Year 10	Core Total
English	140hrs	140hrs	140hrs	130hrs	550hrs
Mathematics	140hrs	140hrs	140hrs	130hrs	550hrs
Science	95hrs	95hrs	140hrs	130hrs	460hrs
History	140hrs	140hrs	50hrs	45hrs	375hrs
Geography			95hrs	90hrs	
Economics and Business					
Civics and Citizenship					
HPE	140hrs		140hrs		280hrs
LOTE	140hrs		140hrs		140hrs
Technologies	140hrs		140hrs		140hrs
The Arts	140hrs		140hrs		140hrs

Cavendish Road SHS (weeks × lesson/week × mins/lesson)

Subject	Year 7		Year 8		Year 9		Year 10		Core Total	
English	40 x 3 x 70mins	140hrs	40 x 3 x 70mins	140hrs	40 x 3 x 70mins	140hrs	38 x 3 x 70mins	133hrs	553hrs	
Mathematics	40 x 3 x 70mins	140hrs	40 x 3 x 70mins	140hrs	40 x 3 x 70mins	140hrs	38 x 3 x 70mins	133hrs	553hrs	
Science	40 x 2 x 70mins	93.3hrs	40 x 2 x 70mins	93.3hrs	40 x 3 x 70mins	140hrs	19 x 3 x 70mins	66.5hrs	393hrs	
							+ electives		+ Year 10 electives	
History	40 x 3 x 70mins	140hrs	40 x 3 x 70mins	140hrs	20 x 3 x 70mins	70hrs	19 x 3 x 70mins	66.5hrs	416.5hrs	+ electives
Geography					+ electives		+ electives			
Econ. and Bus.					+ electives		+ electives			
Civics and Cit.							+ electives			
HPE	40 x 2 x 70mins	93.3hrs	20 x 3 x 70mins	70hrs	20 x 3 x 70mins	70hrs	19 x 3 x 70mins	66.5hrs	300hrs	
							+ electives		+ Year 10 electives	
LOTE	40 x 2 x 70mins	93.3hrs	20 x 3 x 70mins	70hrs	+ electives		+ electives		163.3hrs	+ electives
Technologies	20 x 3 x 70mins	70hrs	40 x 2 x 70mins	93.3hrs	+ electives		+ electives		163.3hrs	+ electives
The Arts	20 x 3 x 70mins	70hrs	40 x 2 x 70mins	93.3hrs	+ electives		+ electives		163.3hrs	+ electives

Elective subjects

Year 7 – 10 Year/Unit Plans (See Cav Rd Sharepoint)



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 OneSchool.

- Teachers are required to complete CARA records in OneSchool for:
  - any activity conducted off-site
  - all high and extreme risk level activities conducted on-site.
- Where a CARA guideline does not exist, teachers must complete required CARA records in OneSchool.
- For low risk and medium level activities:
  - record the risk level of the activity within the three levels of planning
  - teachers document control measures within teacher planning.
- For high risk level and extreme risk level activities only:
  - teachers seek documented approval to undertake the activity from the principal prior to the activity being undertaken
  - teachers must obtain and document written parent/carer consent for students to be involved in the activity.
- For high and extreme risk level activities:
  - record the risk level of the activity within the three levels of planning
  - teachers prepare risk assessment records using OneSchool
  - teachers utilise previous CARA records for the activity to inform additional risks, hazards and control measures for new CARA records
  - 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.
  - teachers complete CARA records in OneSchool. 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.
  - 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

Purpose

Assessment at Cavendish Road 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.

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.

The daily practice of teaching and learning forefronts assessment by

- Providing details of the assessment item to students at the commencement of the unit to ensure students participate in learning activities with the learning and assessment purpose at the forefront.
- Regularly referring to assessment criteria, achievement standards, ISMGs.
- Ensuring that assessment is not a "detective story" leaving students wondering why they are learning topics, content, skills and processes.

We use assessment data to;

- Provide feedback to teachers to inform future planning
- Provide feedback to students and parents/carers
- Identify student learning needs
- Develop lifelong learners by enabling students to identify and reflect on their progress
- Refine quality teaching, by supporting teacher reflection and professional learning

Assessment is planned in the provision of the whole curriculum plan to be:

- Proportionate to the time available
- Effective in gathering evidence of student work that demonstrates the achievement standards within and across years and/or bands for each learning area and/or subject.

Summative assessment is planned in the year and/or band plans to show:

- How students will have the opportunity to demonstrate all aspects of the relevant achievement standards for each learning area and/or subject in each year and/or band
- Whether there are multiple opportunities to gather evidence using a range and balance of summative assessment conventions appropriate to the learning area and/or subject
- How aspects of the achievement standard being assessed will be contextualised in the summative assessments.

Summative assessment is detailed in unit plans to:

- Effectively gather evidence of student achievement against relevant aspects of the achievement standards and the related assessable elements
- Allow students to interrelate understandings and skills and demonstrate a range of performance (using the appropriate five-point scale) against relevant aspects of the achievement standard.

Attributes of quality assessment

At Cavendish Road State High School assessment is designed around the attributes of validity, accessibility and reliability.

Validity

To ensure validity there must be alignment with what is taught, learnt and assessed. Each Faculty ensures validity by:

- Explicit consultation with curriculum documents (eg. Australian Curriculum) to align the intent of units with the expected outcomes (eg. elements of the Achievement Standard)
- Meeting as Faculty and PLT groups to ensure that reduce variance between classes, including peer moderation to ensure that there are common understandings and practices

Accessibility

Assessment is accessible if each student is given opportunities to demonstrate what they know and can do. Each Faculty ensures validity by:

- Planning and teaching with explicit use of Learning Intentions to ensure that there are common understandings of expectations
- Liaising with the Education Support Services and Teaching and Learning Education Services to ensure that all students sitting assessment have the opportunity to demonstrate their learning.

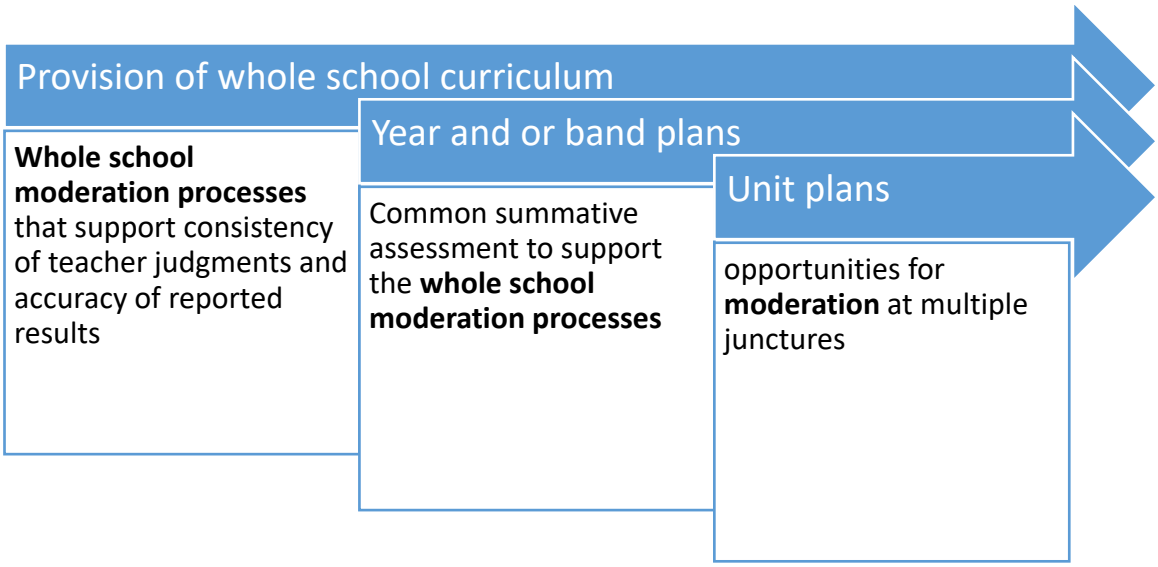
Reliability

Assessment results must consistent, dependable or repeatable. Reliability is maintained at Cavendish Road State High School through structured moderation. Moderation is a social process that involves both peers and supervisors to jointly construct an understanding of how assessment is developed, planned, incorporated into the teaching and learning process and marked. Moderation is explicitly built into the schedule of meeting and PLT times.

Moderation - Whole School Moderation Plan

Moderation processes align curriculum, pedagogy, assessment and reporting; it promotes professional conversations and builds teaching expertise, provides consistency to the delivery of curriculum and assessment, and informs differentiation to meet individual student needs. Assessment and moderation is planned as part of the whole school curriculum, assessment and reporting plan and is included in each of the three levels of planning. (Assessment and Moderation in Prep to Year - 10 April 2020)

Moderation in Three Levels of Planning



At Cavendish Road SHS, **Moderation in Three Levels of Planning occurs in a planned approach.**

1. **Unit Plans** – moderated by Heads of Department once each term or when unit plans have been modified.
2. **Year and or Band Plans** – moderated by HoS (Curriculum) and by HoS (Teaching and Learning) after being written or when they have been significantly modified or changed.
3. **Whole School Moderation Processes** – have been developed for each faculty. HoDs organise teachers to work in teams to complete moderation at the different phases.

Faculty Unit Plan Moderation 2024 – 2027

Moderation of Unit Plans occur each term in two ways:

- Faculty-based Unit Plan Moderation occurs at appropriate junctures using the school-developed Unit Plan Moderation Checklist to ensure fidelity and alignment with ACARA. This will take place each term prior to the implementation of the unit
- Deputy Principals and Heads of School will monitor unit plan development each term.

Cavendish Road State High School

School-Wide Moderation Practices

The School-Wide Moderation Practices at Cavendish Road State High School focus on demonstrating the values of our 2024 – 2027 Strategic Plan through:

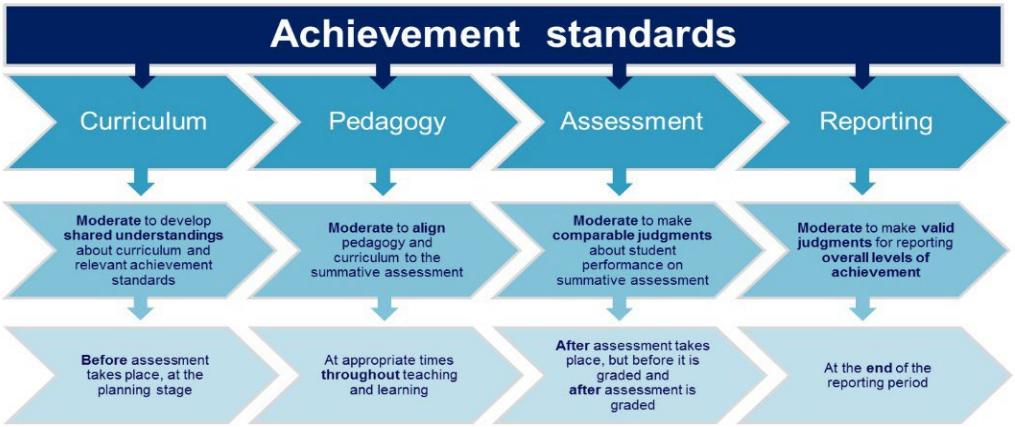
- Innovation, in our teaching and learning professional practices and behaviours; and
- Excellence, as expressed in achievement and optimal progress for every young person.

Moderation occurs in the Three Levels of Planning

- Faculty-based Year/Band Plan moderation occurs when the plan is developed or modified to ensure it specifies the range and balance of summative assessments and ensure the effective coverage of all aspects of the relevant achievement standard.
- Faculty-based Unit Plan moderation occurs at appropriate junctures using the school-developed Unit Plan Moderation Checklist to ensure fidelity and alignment with ACARA/QCAA curriculum and takes place each term prior to the implementation of the unit. Heads of School will monitor unit plan development, progression and alignment with system and school priorities.
- Faculty-based moderation within Teaching, Learning and Assessment cycles occur at appropriate junctures using faculty determined processes. This phase of moderation involves all teaching staff and refers to the professional conversations and a series of calibration and confirmation activities sharing expectations about student learning and achievement.

Our School-Wide Moderation Practices value a supportive, non-judgemental, collaborative approach and professional conversations during the teaching and learning cycle, to:

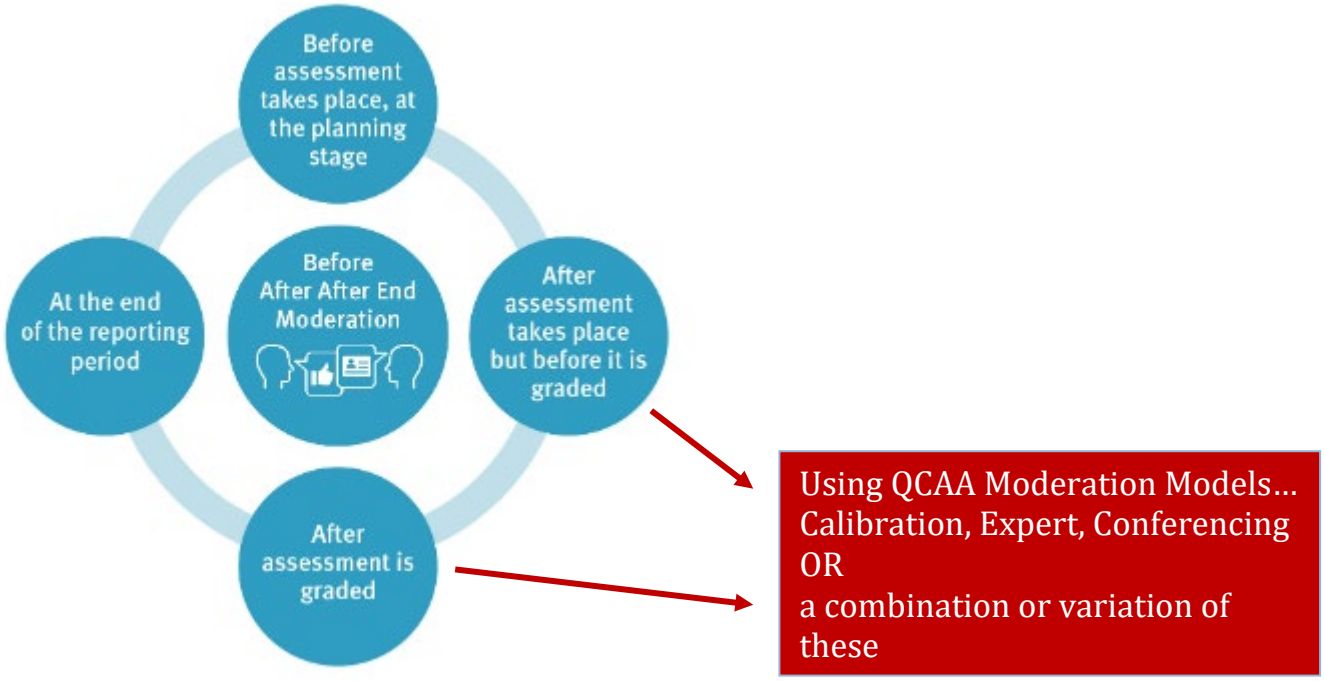
- Support the alignment between curriculum, pedagogy, assessment and reporting;
- Provide consistency to the delivery of curriculum and assessment;
- Inform differentiation to meet individual student needs; and
- Provide consistency of teacher judgments and comparability of reported results against the relevant objectives or achievement standards.



The purpose of School-Wide Moderation Practices is to:

- Further develop collective efficacy - Hattie refers to this as the collective belief of teachers in their ability to positively affect students.
- Further enable professional conversations during the teaching and learning cycle to align curriculum, pedagogy, assessment and reporting.
- Further develop shared understandings of syllabus ISMG or achievement standards.
- Refine consistency of teacher professional judgements in matching evidence in student work to the relevant ISMG or achievement standard and assessable elements.

Moderation @ Cav – Before After After End



Before assessment takes place, at the planning stage	**Supports teachers to:** • develop shared understandings of the assessment task, the ISMG or targeted aspects of the achievement standard being assessed • quality assure the assessment task (Validity, Accessibility, Reliability including referral to Curriculum Support Teacher) • ensure the curriculum, pedagogy and forefront of assessment delivered in the classroom provides all students the opportunity to demonstrate their depth and quality of learning against the ISMG or achievement standard.	
After assessment takes place but before it is graded	**Supports teachers to:** • *calibrate* judgments about student work in response to the summative assessment task • understand the quality of evidence against the ISMG or A - E achievement scale • ensure consistency of judgments.	QCAA Moderation models guide faculties to select one, a combination, or variation of "After" models. The model(s) developed informed by the context of the year level, subject, assessment type. • *Calibration* is based on benchmarking and is conducted before marking student work. • An "*Expert*" provides feedback after teachers have marked student responses and submitted a selection of responses representing a range of achievement. • *Conferencing* to reach consensus aims to reach common understandings through structured professional conversation and usually occurs after teachers have graded all student responses.
After assessment is graded	**Supports teachers to:** • *confirm* judgments about student work in response to the summative assessment task • ensures accuracy and consistency of teacher judgments against the ISMG or A - E achievement scale.	
At the end of the reporting period	**Supports faculties to:** • *calibrate* the A – E achievement result calculated in the data spreadsheets ensuring accuracy, reliability and consistency of reported results (HoD led). • *reflection and evaluation* of the teaching, learning, assessment and student achievement data to inform next steps in teaching and learning and current and future unit planning.	

Reporting plan

Academic Reporting
Academic reporting involves communicating information to parents, carers and students about student achievement and progress for 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 offer parents opportunities 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
Cavendish Road 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, Cavendish Road 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 (ESS students) are assessed and reported against the learning expectation identified in their Individual Curriculum Plan.

EAL/D students
Students learning English as an additional language or dialect (EAL/D) in their first 12 months of Australian schooling can be exempt from 5-point-scale reporting if necessary. The responsibility rests with the Executive Principal. For these students, reports are to contain a written statement about the student's:

- English language proficiency against the Bandscales State Schools (Queensland)
- Achievement in the learning areas/subjects of the curriculum if appropriate.

International Students
Reporting will occur each term. Term 1 and 3 interim reports Achievement, Effort, Behaviour. Semester 1 and 2 as per whole school.

Timing of Reporting
Reporting at Cavendish Road SHS occurs three times each year - an interim report at the end of Term 1 and 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 "unit to-date" for Years 11 - 12 which means at each reporting juncture all of the work that the student has produced in that semester/unit is used to inform the teachers' judgements.

For the **interim report**, rating for achievement is provided where evidence is available.

- A - E Achievement - HoD/Faculty Decision; or
- No Achievement - Followed by comment "{Name}'s achievement has been left blank this reporting cycle as there is no reportable evidence to make a valid judgment."

Effort, behaviour and homework are provided. Parent / Teacher interview requests are included for Years 7 – 12 and attendance is also reported.

For all **semester reports**, ratings for achievement, effort and behaviour are provided. Homework ratings are provided to Years 7 – 10 students. Parent / Teacher interview requests for Years 7 - 12 students for Semester 1 are included, attendance is reported and student participation in extra-curricular activities is listed.

Year	Term 1	Semester 1	Term 3	Semester 2
Year 7-10	OneSchool Interim Report	OneSchool Semester 1		OneSchool Semester 2
Year 11	OneSchool Interim Report	OneSchool Semester 1 Unit 1 Result		OneSchool Semester 2 Unit 2 Result TrackEd Snapshot
Year 12	OneSchool Interim Report	OneSchool Semester 1 Unit 3 Result	TrackEd Snapshot	No Report Exit Results, Certificates published in QCAA student portal mid-December

OneSchool uses an A to E scale. For Years 11 & 12, this scale is as per the syllabus reporting standard. For Years 7 – 10 the below descriptors for achievement apply.

A	The student is demonstrating deep and broad knowledge, understanding and skills from the achievement standard.
B	The student is demonstrating deep knowledge, understanding and skills from the achievement standard.
C	The student is demonstrating the expected knowledge, understanding and skills from the achievement standard.
D	The student is demonstrating partial knowledge, understanding and skills from the achievement standard.
E	The student is beginning to demonstrate knowledge, understanding and skills from the achievement standard.

"N" or "Blank" may only be reported with approval from the year level deputy principal where there is insufficient evidence to make a judgement.

- "N" for students with long term unexplained absences who should but have not submitted assessment.
- "Leave Blank" for students with an exemption, including students who have newly enrolled, have medical exemption or approval from Teaching and Learning HoD.
- Approved list of "N" and "Leave Blank" rated students is stored centrally on SharePoint. This list is edited by HoSS, GOs, HoDs and administration and approved by the DP of the relevant year level.
- Where students may be missing from this approved list, teachers discuss with their HoD. Where "N" or "Leave Blank" is then recommended, the HoD will seek approval from the year level DP.

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

The A to E scale for Behaviour is:

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.

The A to E scale for Effort is:

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.

EFFORT AND BEHAVIOUR MATRIX

A to E scale with accompanying descriptors for achievement

	A	B	C	D	E
	EXCELLENT	**VERY GOOD**	**SATISFACTORY**	**NEEDS ATTENTION**	**UNACCEPTABLE**
	Independently and consistently:	**Consistently:**	**Usually:**	**Sometimes:**	**Rarely:**
EFFORT	• remains on task • remains focused • applies effort and aims for mastery/ extension work • completes set tasks • seeks and uses teacher feedback / assistance • adapts to any learning approach • self assesses own work • contributes to class discussions • attempts difficult / new tasks • has equipment ready to use • is punctual • keeps own area / equipment tidy • presents book work neatly • manages time effectively • starts tasks promptly	• remains on task • remains focused • applies effort and aims for mastery/ extension work • completes set tasks • seeks and uses teacher feedback / assistance • adapts to any learning approach • self assesses own work • contributes to class discussions • attempts difficult / new tasks • has equipment ready to use • is punctual • keeps own area / equipment tidy • presents book work neatly • manages time effectively • starts tasks promptly	• works independently without distracting others • applies effort and works to full potential • completes set tasks • seeks and uses teacher feedback / assistance • adapts to any learning approach • self assesses own work • contributes to class discussions • attempts difficult / new tasks • has equipment ready to use • is punctual • keeps own area / equipment tidy • presents book work neatly • manages time effectively • starts tasks promptly	• works independently without distracting others • applies effort • completes set tasks • seeks and uses teacher feedback / assistance • adapts to any learning approach • self assesses own work • contributes to class discussions • attempts difficult / new tasks • has equipment ready to use • is punctual • keeps own area / equipment tidy • presents book work neatly • manages time effectively • starts tasks promptly	• works independently without distracting others • applies effort • completes set tasks • seeks and uses teacher feedback / assistance • adapts to any learning approach • self assesses own work • contributes to class discussions • attempts difficult / new tasks • has equipment ready to use • is punctual • keeps own area / equipment tidy • presents book work neatly • manages time effectively • starts tasks promptly
BEHAVIOUR	• cooperates within a group in the classroom • shows respect and consideration for others • shows empathy to others • actively discourages bullying behaviours • takes turns, shares things • uses humour appropriately • does not use put-downs • encourages all team members • seeks to include everybody • respects property • uses appropriate conflict resolution skills • reacts to situations reasonably • copes with change	• cooperates within a group in the classroom • shows respect and consideration for others • shows empathy to others • actively discourages bullying behaviours • takes turns, shares things • uses humour appropriately • does not use put-downs • encourages all team members • seeks to include everybody • respects property • uses appropriate conflict resolution skills • reacts to situations reasonably • copes with change	• cooperates within a group in the classroom • shows respect and consideration for others • shows empathy to others • actively discourages bullying behaviours • takes turns, shares things • uses humour appropriately • does not use put-downs • encourages all team members • seeks to include everybody • respects property • uses appropriate conflict resolution skills • reacts to situations reasonably • copes with change	• cooperates within a group in the classroom • shows respect and consideration for others • shows empathy to others • discourages bullying behaviours • takes turns, shares things • uses humour appropriately • does not use put-downs • encourages all team members • seeks to include everybody • respects property • uses appropriate conflict resolution skills • reacts to situations reasonably • copes with change	• cooperates within a group in the classroom • shows respect and consideration for others • shows empathy to others • discourages bullying behaviours • takes turns, shares things • uses humour appropriately • uses positive language • encourages all team members • seeks to include everybody • respects property • uses appropriate conflict resolution skills • reacts to situations reasonably • copes with change

2026 School Data Plan

At this school, we are committed to a journey of continuous school improvement. Integral to our explicit improvement agenda is the collection and review of data as the basis for decision making. The following is the annual schedule for the collection, analysis and communication of major data for Cavendish Road SHS.

School Performance and Data					
Data Collected	Purpose	Who is responsible?	Timeframe	Where is Data recorded/stored	How is the data expected to be used to improve Teaching and Learning?
School data profile	Provides performance data across multiple measurable with multi-year trends	• DET • Exec Principal	• May	• OneSchool	• Provides reflection data on performance and feedback on initiatives • Identifies areas for improvement
School Annual Report	School summary data published to general public	• DET pre-populate • Exec Principal	• Jul	• School website	• Celebrates the programs and successes at the school • Provides a context within teaching and learning exists
Annual Improvement Plan	Define key improvement agenda areas and measurable targets	• Exec Principal • HoD's	• Nov/Jan	• SharePoint	• Provides specific actions and targets used to achieve the school improvement agenda
Next Step Student Destinations	Describes the post schools destinations of previous year 12 cohort	• DET	• Aug	• School website	• Inform pathways and curriculum and extra curricula offerings • Student engagement
School Opinion Survey	Collect opinion data from staff, students and parents on the performance of the school	• DET • Exec Principal	• Nov	• OneSchool	• Provides feedback on a range of areas and highlights areas for improvement with respect to staff, student and parent satisfaction and engagement
School Review Report	Describes the performance of the school against the performance domains	• EIB • Exec Principal	• As required	• G: Drive • School Website	• Provides recommendations and a benchmark for improvement against the domains
Staff Annual compliance training and qualifications	Ensure school complies with workforce requirements	• Exec Principal • DP (HR)	• Jan/Feb • As achieved	• OneSchool	• To ensure the teacher assigned to classes are suitably qualified to perform their duties • Allows for workforce planning and efficient timetable

School Performance and Data					
Data Collected	Purpose	Who is responsible?	Timeframe	Where is Data recorded/stored	How is the data expected to be used to improve Teaching and Learning?
Financial and Budget information	To ensure the correct appropriation of public funding	• BM • Exec Principal	• Ongoing	• OneSchool	• Targeted spending to achieve school improvement agenda
Day 8 attendance	To report school enrolment and to inform staffing allocation	• HoS • Exec Principal	• Jan-Feb/Aug	• OneSchool	• Informs the teachers available and resource allocation for classes, facilities and teachers

Academic Performance					
Data Collected	Purpose	Who is responsible?	Timeframe	Where is Data recorded/stored	How is the data expected to be used to improve Teaching and Learning?
Academic Year 12 ATAR, VET, QCE, Exit	Analyse Yr12 academic data in order to maximise student tertiary outcomes	• DP (Yrs 11/12) • HOD Senior Schooling • HoSS Senior	• Nov/Dec	• QCAA • TrackED • Senior Spreadsheets	• Informs teachers student performance and can highlight areas for improvement within subjects
QCE credits	Aggregate student achievement of credits to predict QCE attainment in order to identify Year 12 at risk of not receiving QCE	• DP (Yrs 11/12) • HOD Senior Schooling	• Jan/Jul	• QCAA • OneSchool reports	• Identifies students requiring subject changes/additional course enrolment to gain QCE credits • Highlights subjects for intervention • Informs GOs for pathways
QCE Credits Unit 1 & 2 achievements	Aggregate student achievement of credits to predict QCE attainment in order to identify Year 11 at risk of not receiving QCE	• DP (Yrs 11/12) • HOD Senior Schooling	• Apr/Jun • Sep	• QCAA • OneSchool • TrackED • Subject spreadsheets	• Identifies students requiring subject changes/additional course enrolment to gain QCE credits • Highlights subjects for intervention • Informs GOs for pathways
VET competencies	Recording the contribution to QCE credits and certificates achieved	• HOD Senior Schooling	• Continuous • Nov	• QCAA • OneSchool	• Identify students requiring intervention for completion of certificate

Academic Performance					
Data Collected	Purpose	Who is responsible?	Timeframe	Where is Data recorded/stored	How is the data expected to be used to improve Teaching and Learning?
School Start-up: Assess student achievement and needs based on previous reporting period	Use prior evidence of learning and assessment to establish a baseline for each student and to identify student learning needs	• HoD's • Teachers	• "Draft" data placemats to be provided on SFDs with an update after import of new student photos. • At start of Semester 2 for semester-only subjects	• Accessed from OneSchool • Recorded in a data placemat for each class • Teacher personal planning	• To assess the starting point for each student to establish a baseline, identify learning needs, set progress goals and gauge the support needed to meet them. • Complete data placemat for each class with differentiation strategies. • Using evidence of achievement including data from moderation, data spreadsheets to identify elements of previous year ISMG / criteria / achievement standard students need to be better at. Discuss and share in faculty. • Identify pedagogy to address identified needs to support, progress or extend students
Evidence of student progress in teaching and learning cycle	Target teaching to meet student's learning needs	• HoD's • Teachers	• Ongoing in classroom teaching and learning practice • Ongoing PLT cycles	• Teacher personal planning • Recorded in a data placemat for each class as required • Students to upload classwork and assessment drafts/progress to digital platform as appropriate	• Use data sources to refine and target teaching and impact: questioning, daily progress, viewing/marking student work completed in class/at home, work samples, writing samples, reading samples, diagnostic assessments, draft work to check for understanding. • Respond to the data to intervene, re-teach, track further. • Utilise PLT cycles of inquiry using data as evidence to help identify success strategies. • Teach for impact: target teaching towards higher achieving students being extended, B/C students showing progress, supporting D/E students to improvement. Where appropriate, discuss with Inclusion team for additional assistance or support. • Modify data placemats as required.

Academic Performance					
Data Collected	Purpose	Who is responsible?	Timeframe	Where is Data recorded/stored	How is the data expected to be used to improve Teaching and Learning?
Year 7-12 Assessment and Subject results Achievement summary by learning area, class, gender	To perform an Academic Review of student achievement and engagement in the data cycle.	• HoS • Yr Level DPs • HoSS's • HOD's • Teachers	• Reporting junctures	• OneSchool • TrackED • Data spreadsheets (to be updated once moderation completed)	• Review outcomes data - OneSchool reporting period A – E achievement summaries: learning area, class, gender to measure against AIP goals. • Review progress data - Using evidence of individual / cohort achievement data from student scripts, moderation, data spreadsheets to identify elements of previous term ISMG / criteria / achievement standard students need to be better at. Identify relative class/cohort strengths and weaknesses within criteria. • Use these data sources to refine and target teaching and impact: progress data based on assessment, outcomes data from reporting. • Use evidence of student learning to evaluate teaching and learning impact and adapt practice as necessary. • Update data placemats as required for next learning period identifying students to be supported, progressed, extended.
Behaviour and Effort grades Attendance	To perform academic and welfare review of student engagement in the data cycle.	• Yr level DPs, HOD (Senior Schooling) • HoSS's	• Reporting junctures	• OneSchool • TrackED • IDAttend	• Identify students requiring support. • Identify student successes. • Celebrate improvement and achievement in engagement and attendance. • Assess interventions and pedagogical strategies for effectiveness.
NAPLAN data	Measure improvement and comparison against norms Correlate against internal assessment results	• ACARA • HoD's • Yr level DPs • HoSS's	• Sep	• OneSchool • QCAA – SunLANDa • Analysis spreadsheets	• Identify students requiring support • Identify areas for improvement within the areas assessed • Assess interventions and pedagogical strategies for effectiveness

Academic Performance

Data Collected	Purpose	Who is responsible?	Timeframe	Where is Data recorded/stored	How is the data expected to be used to improve Teaching and Learning?
Reporting of Year 7-12 Assessment and Subject results to parents	To provide feedback to parents regarding student progress and achievement	• Exec Principal • HoS • Yr Level DPs • HoD's • Teachers	• Term 1 Interim Report (No Comments) • Semester OneSchool Reports (No Comments)	• OneSchool Academic Reporting module • Data is also imported into TrackEd.	• Academic reporting involves communicating information to parents, carers and students about student achievement and progress for subject undertaken, at a point in time. • Reporting builds the school-parent partnership to improve student learning.

Inclusivity

Data Collected	Purpose	Who is responsible?	Timeframe	Where is Data recorded/stored	How is the data expected to be used to improve Teaching and Learning?
Indigenous Student enrolment, attendance, academic, behaviour and effort	To ensure Cav Rd closes the gap between indigenous and non-indigenous outcomes	• HoS • DP • HoSS's • GOs • Indigenous Liaison Officer	• On enrolment • Continuous review	• OneSchool • Subject spreadsheets • GO data	• Inform teachers, admin and school staff of indigenous students in order to provide targeted interventions. • Targeted attendance interventions • Populate Indigenous Homework club roll • Celebrate indigenous student achievements • Assess interventions and pedagogical strategies for effectiveness
MTSS student data – achievement, behaviour and effort Enrolment data GO data	Compile reports – achievement and trend data on identified students requiring targeted support	• HoSES • STLaN • Speech-Language Pathologist • GOs	• Reporting junctures	• TrackED • Subject spreadsheets • OneSchool	• Celebrate success of supported students • Identify students to teachers of new classes to inform their data walls and practices • Provide pedagogical activities to address language and learning difficulties • Assess interventions and pedagogical strategies for effectiveness

Inclusivity					
Data Collected	Purpose	Who is responsible?	Timeframe	Where is Data recorded/stored	How is the data expected to be used to improve Teaching and Learning?
Achievement, behaviour effort and attendance of students with disabilities	To identify achievement and intervention outcomes	• HOSES	• Reporting junctures • Enrolment data	• OneSchool • TrackED	• Identify students entitled to disability interventions • Assess interventions and pedagogical strategies for effectiveness
EALD students	To identify EALD students and interventions to improve outcomes	• HoSES • EALD Specialist Teacher • HOD (International)	• Enrolments • Reporting and Parent teacher interviews	• OneSchool • TrackED	• Provide cultural insights to improve engagement and appropriate delivery of curriculum • Provide opportunities for translation services in parent teacher interviews • Assess interventions and pedagogical strategies for effectiveness