



# Class Course Planner – 2024

## Semester One Term Two

**Trinity Bay SHS**

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: 10/11 AUSLAN

Teacher/s: Mr Rod Ives [rives5@eq.edu.au](mailto:rives5@eq.edu.au)

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	<b>Introductions and Fingerspelling</b> <ul style="list-style-type: none"> <li>Introduction of course and discussion of expectations. Introduce workbook. Review fingerspelling and discuss the importance of it.</li> <li>Introduce Food Signs</li> </ul>		Course planners distributed.
T1 Wk2	<b>Depicting signs:</b> <ul style="list-style-type: none"> <li>Review last week's work.</li> <li>Review of using depicting signs. Students view activity cards. How to sign these using depicting signs. Present in small groups</li> </ul>		Ongoing verbal feedback on signing
T1 Wk3	Students list and sign the vocabulary by placing in the categories of Subjects, people, equipment. Circles on desks to record where they go..  Food Vocabulary Sentences Prepare and practise 5 sentences using the food vocabulary. Present to group. Check use of topicalization, intensification and directionality.	Expressive and Receptive holiday vocabulary test	
T1 Wk4	<b>Food Vocabulary</b> <ul style="list-style-type: none"> <li>Food Vocabulary tests</li> <li>Discussion of partner video</li> </ul>		
T1 Wk5	<b>Directional Verbs:</b> <ul style="list-style-type: none"> <li><b>Directional verbs</b> - Putting information together for assessments. Record information on planning sheet and practise signing it..Complete subject information sheet in preparation for video assessment. Name of subject/type of work/resources needed.</li> </ul>		Ongoing verbal feedback on approaches to site.
T1 Wk6	<b>Partner Assessment Video:</b> <ul style="list-style-type: none"> <li>Practise presenting information with a partner. Present in small groups.</li> </ul>	Individual Video Vocab Assessment	
T1 Wk7	<b>Partner Assessment Video:</b> Students complete partner video assessment for filming next week		
T1 Wk8	<b>Partner Assessment Video</b>  Filming assessments	Interview Video Presentations	
T1 Wk9	<b>Self and Peer Evaluations of assessments</b>	<b>Self and Peer Evaluations</b>	
T1 Wk 10	<b>Review and Goal Setting for next Term</b>		Feedback and Goals for Term 2



# Class Course Planner – 2024

## Semester One Term Two

**Trinity Bay SHS**

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: 12 AUSLAN

Teacher/s: Mr Rod Ives [rives5@eq.edu.au](mailto:rives5@eq.edu.au)

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	<b>Introductions and Fingerspelling</b> <ul style="list-style-type: none"> <li>Introduction of course and discussion of expectations. Introduce workbook. Review fingerspelling and numbers.</li> <li>Review name signs. Holiday Review Vocabulary.</li> </ul>		Course planners distributed.
T1 Wk2	<b>Making Arrangements signs:</b> <ul style="list-style-type: none"> <li>Introduce Unit to be covered this term. Introduce Making arrangements vocabulary. Discuss depicting signs. Show action for each job using depicting sign. <i>SIGN JOB - SHOW ACTION</i></li> </ul>		Ongoing verbal feedback on signing
T1 Wk3	<b>Intensification, Directionality and Topicalization:</b> <ul style="list-style-type: none"> <li>Review vocabulary from last week. Students present two of their examples of sign- depicting sign to the group. Others record what is happening. Students present information using Intensification, Directionality and topicalization</li> </ul>		
T1 Wk4	<b>Interview Signs</b> <ul style="list-style-type: none"> <li>Introduce Interview Vocabulary. Present to the class. Vocabulary test</li> </ul>	Vocabulary test Jobs	
T1 Wk5	<b>Interview Questions:</b> <ul style="list-style-type: none"> <li>Review discuss the top 10 questions for a Job interview. Discuss Key features when asking questions in Auslan</li> </ul>	Expressive and Receptive fingerspelling test	Ongoing verbal feedback on approaches to site.
T1 Wk6	<b>Interview Questions:</b> <ul style="list-style-type: none"> <li>Students write answers to top interview questions and develop signed responses using a range of Auslan features.</li> </ul>		
T1 Wk7	<b>Role shift and Depicting signs:</b> <ul style="list-style-type: none"> <li>Students practise interview using role shift. Check Theory topics</li> </ul>		
T1 Wk8	<b>Video Assessment Preparation:</b> Students present assessment to ALMs for review of their work. Ready to film next week	InterviewVocabulary Assessments	
T1 Wk9	<b>Video Assessment:</b> Bringing assessments together. Students put all information together and practise their assessments. Video Presentations	Video Presentations	
T1 Wk 10	<b>Self and Peer Evaluations of assessments</b>	Self and Peer Evaluations	Feedback and Goals for Term 2



# Class Course Planner – 2024

## Semester 1, Term 2,

**Trinity Bay SHS**

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

**EAL Grammar** – Beginner and Post Beginners (aligned to procedural text unit)

Teacher/s: Warren Mc Donald and Astri Baker

Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	Course preparation and orientation – course planner and expectations  Sentence structure <ul style="list-style-type: none"> <li>• simple sentence</li> <li>• compound sentence</li> </ul>		<b>Course Planner</b>
Wk2	Imperative verbs <ul style="list-style-type: none"> <li>• put, cut etc.</li> </ul>		
Wk3	Nouns <ul style="list-style-type: none"> <li>• noun groups (the bread, a fresh tomato)</li> </ul>	Quiz	<b>Quiz feedback</b>
Wk4	Adverbs and prepositional phrases <ul style="list-style-type: none"> <li>• on the board, in the middle</li> </ul>		
Wk5	Time Connectives <ul style="list-style-type: none"> <li>• sequential words (first, then, next)</li> </ul>		
Wk6	Reference pronouns <ul style="list-style-type: none"> <li>• this, that, it, him etc.</li> </ul>	Quiz	<b>Quiz feedback</b>
Wk7	Term review		
Wk8	Term review	Quiz	<b>Quiz feedback</b>
Wk9	Assessment (exam)	Assessment	
Wk 10	Consolidation/review		Assessment feedback



# Class Course Planner – 2024

## Semester One Term Two

**Trinity Bay SHS**

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Trainer : Rod Ives [rives5@eq.edu.au](mailto:rives5@eq.edu.au)

**Class: FSK20119 Certificate II in Skills for Work and Vocational Pathways**

**RTO Provider 30446**

Week	CURRICULUM INTENT	Assessment x 3	Feedback x 3
1	<b>FSKLRG009 Use strategies to respond to routine workplace problems</b> <b>BSBCMM211 Apply Communication Skills</b> <ul style="list-style-type: none"> <li>Course overview: student induction/ unit requirements/ housekeeping (file management)</li> <li>Class /course expectations</li> </ul>	Pre-test  (Writing sample)	Course Planner
2	<b>FSKLRG009 Use strategies to respond to routine workplace problems</b> <ul style="list-style-type: none"> <li>Activity Sheet 1</li> </ul>	Ongoing –portfolio activity and assessment tasks	Ongoing –feedback on portfolio activity and assessment tasks
3	<b>FSKLRG009 Use strategies to respond to routine workplace problems</b> <b>BSBCMM211 Communicate in the workplace</b> <ul style="list-style-type: none"> <li>Case Studies</li> <li>How to resolve problems in the workplace</li> </ul>	Ongoing – portfolio activity and assessment tasks	Ongoing –feedback on portfolio activity and assessment tasks
4	<b>FSKLRG009 Use strategies to respond to routine workplace problems</b> <b>BSBCMM211 Apply Communication Skills</b> <ul style="list-style-type: none"> <li>Case Studies</li> <li>How to resolve problems in the workplace</li> </ul>	Ongoing –portfolio activity and assessment tasks	Review of progress through portfolio tasks
5	<b>BSBCMM211 Apply Communication Skills</b> <ul style="list-style-type: none"> <li>Assessment 2.1 <ul style="list-style-type: none"> <li>Policies</li> </ul> </li> </ul>	Ongoing –portfolio activity and assessment tasks	Ongoing –feedback on portfolio activity and assessment tasks
6	<b>BSBCMM211 Apply Communication Skills</b> <ul style="list-style-type: none"> <li>Assessment 2.2 <ul style="list-style-type: none"> <li>Strategies</li> </ul> </li> </ul>	Ongoing –portfolio activity and assessment tasks	Ongoing –feedback on portfolio activity and assessment tasks
7	<b>BSBCMM211 Apply Communication Skills</b> All outstanding work for unit <ul style="list-style-type: none"> <li>Assessment 2.3 <ul style="list-style-type: none"> <li>Action Plan</li> </ul> </li> </ul>	Ongoing –portfolio activity and assessment tasks	Review of progress through portfolio tasks
8	<b>BSBCMM211 Apply Communication Skills</b> <ul style="list-style-type: none"> <li>Assessment 2.3 <ul style="list-style-type: none"> <li>Action Plan</li> </ul> </li> <li>Assessment 3 Observation</li> </ul>	Ongoing –portfolio activity and assessment tasks	Ongoing –feedback on portfolio activity and assessment tasks
9	<b>FSKLRG009 Use strategies to respond to routine workplace problems</b> <b>BSBCMM211 Apply Communication Skills</b> <ul style="list-style-type: none"> <li>All outstanding work for unit/course</li> </ul>	Ongoing –portfolio activity and assessment tasks	Feed-forward; review progress through competencies
10	<b>FSKLRG009 Use strategies to respond to routine workplace problems</b> <b>BSBCMM211 Apply Communication Skills</b> <ul style="list-style-type: none"> <li>Review /reflect on unit</li> <li>Review new unit assessments</li> </ul>	Ongoing –portfolio activity and assessment tasks	Feed-forward; review progress through competencies



# Class Course Planner – 2024 Semester 1, Term 2

**Trinity Bay SHS**

Hoare Street  
PO Box 5071  
Ph. 40 375 222

[www.trinitybayshs.eq.edu.au](http://www.trinitybayshs.eq.edu.au)

Class: *Beginners/Post Beginners*

Teacher/s: *Warren Mc Donald and Astri Baker*

Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk 1	<b>Building field knowledge</b> <ul style="list-style-type: none"> <li>Focus on Genre Structure sequencing</li> <li>Statements, commands and questions</li> <li>Commands with adverbs of where</li> </ul>		Course Planner
T2 Wk 2	<b>Building field knowledge</b> <ul style="list-style-type: none"> <li>Focus on Genre Structure sequencing</li> <li>Retelling, sequencing</li> <li>Moving from a statement to a command</li> <li>Commands with adverbs of when</li> </ul>		
T2 Wk 3	<b>Building field knowledge</b> <ul style="list-style-type: none"> <li>Focus on Genre Structure sequencing</li> <li>Retelling, sequencing</li> <li>Moving from a statement to a command</li> <li>Commands with adverbs of how</li> </ul>		
T2 Wk 4	<b>De-construction</b> <ul style="list-style-type: none"> <li>Whole text and sentence level (body)</li> <li>Retelling, sequencing</li> <li>Revision of commands with adverbs of where, when, how</li> </ul>		
T2 Wk 5	<b>De-construction</b> <ul style="list-style-type: none"> <li>Sentence level (conclusion)</li> <li>Revision of commands with adverbs of where, when, how</li> <li>Command structure – verb + subject + adverbial</li> </ul>		
T2 Wk 6	<b>Joint Construction</b> <ul style="list-style-type: none"> <li>Joint construction of procedural texts</li> <li>Making sandwiches – focus on verbs, compound and simple sentences</li> </ul>		
T2 Wk 7	<b>Joint Construction</b> <ul style="list-style-type: none"> <li>Joint construction of procedural texts</li> <li>Making sandwiches – focus on verbs, adverbs of when, where, how</li> </ul>		
T2 Wk 8	<b>Assessment – Independent construction of draft</b> <ul style="list-style-type: none"> <li>Proofreading</li> <li>Editing</li> <li>Conferencing/Publishing</li> </ul>		Conferencing with students
T2 Wk 9	<b>Assessment</b> <ul style="list-style-type: none"> <li>Publishing Procedure on PowerPoint</li> </ul>	Bandscale and moderate	
T2 Wk 10	<ul style="list-style-type: none"> <li>Presentation of PowerPoint</li> </ul>		



# Class Course Planner – 2024

## Term 2, Semester 1

**Trinity Bay SHS**

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinity bayshs.eq.edu.au

*Class:* Beginners/Post beginners – Using different applications –PowerPoint  
(This unit is linked with the procedure unit work for English)

*Teacher Astri Baker*

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	<b>Introduction</b> <ul style="list-style-type: none"> <li>Student induction to space, housekeeping (logons, sign out, report damages etc)</li> <li>Course overview and expectation: create a PowerPoint document named: <b>Term 2 ICT (Your name)</b></li> <li><b>Conduct a computer review:</b> Parts of a computer, file management- SharePoint&gt; One Drive&gt;2024&gt; ICT&gt; file name backups (saving)</li> </ul>	On-going – portfolio tasks	<b>Course Planner</b>  On-going – feedback provided on portfolio tasks
Wk2	<b>Operate Microsoft and PowerPoint applications</b> <ul style="list-style-type: none"> <li>Word – Copy from a word document, paste into PowerPoint, customising layout, formatting, inserting images, moving around documents, shortcuts, saving</li> </ul>	On-going – portfolio tasks	On-going – feedback provided on portfolio tasks
Wk3	Word – Copy from a word document, paste into PowerPoint, customising layout, formatting, inserting images, moving around documents, shortcuts, saving	On-going – portfolio tasks	On-going – feedback provided on portfolio tasks
Wk4	Word – Copy from a word document, paste into PowerPoint, customising layout, formatting, inserting images, moving around documents, shortcuts, saving	On-going – portfolio tasks	<b>Review of progress through portfolio tasks</b>
Wk5	<ul style="list-style-type: none"> <li><b>PowerPoint</b> –Side show effects, animation, timing, voice over – from existing PowerPoints created in week 2-4</li> </ul>	On-going – portfolio tasks	On-going – feedback provided on portfolio tasks
Wk6	<ul style="list-style-type: none"> <li><b>PowerPoint</b> –Side show effects, animation, timing, voice over – from existing PowerPoints created in week 2-4</li> </ul>	On-going – portfolio tasks	On-going – feedback provided on portfolio tasks
Wk7	<ul style="list-style-type: none"> <li><b>PowerPoint</b> –Side show effects, animation, timing, voice over – from existing PowerPoints created in week 2-4</li> </ul>	On-going – portfolio tasks	On-going – feedback provided on portfolio tasks
Wk8	<ul style="list-style-type: none"> <li><b>Powerpoint</b> – created individual PowerPoint for procedure in Unit work unit. Must have animation, effects, formatting, images and voice over.</li> </ul>	On-going – portfolio tasks	On-going – feedback provided on portfolio tasks
Wk9	<ul style="list-style-type: none"> <li>Continue</li> </ul>	On-going – portfolio tasks	<b>Feed forward; review progress through competencies</b>
Wk 10	<ul style="list-style-type: none"> <li>Present PowerPoint to class</li> </ul>		On-going – feedback provided on portfolio tasks



# Intensive English Centre Class Course Planner Term 1, 2024

**Trinity Bay SHS**

Hoare Street  
PO Box 5071  
Ph. 4037 5222

[www.trinitybayshs.eq.edu.au](http://www.trinitybayshs.eq.edu.au)

Class: Subject – Maths: EAL Post Beginner

Teacher/s: Astri Baker

Week	Curriculum Intent	Assessment x 3	Feedback x 3
	<p>Each week students will spend 15 – 20 mins to consolidate prior learning.</p> <p><b>Focus:</b> Relationship between addition and subtraction Efficient addition and subtraction strategies Recognise and explain the connection between addition and subtraction (ACMNA054) YR 3</p> <p>Multiplication and division Place Value Resources: Glossary of maths terms</p>	<p>Mini whiteboards-checking for understanding  (daily)</p>	<p>Ongoing feedback</p>
1	<p><b>Number and place value</b></p> <p>Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028) YR 2</p> <p>Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053) YR 3</p>	<p>IEC diagnostic</p>	
2	<p><b>Fractions and decimals</b></p> <p>Recognise and interpret common uses of halves, quarters and eighths of <u>shapes</u> and collections (ACMNA033) YR 2</p> <p>Model and represent unit fractions including <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math> and their multiples to a complete whole (ACMNA058) YR 3</p>	<p>Multiplication mini tests- timed</p>	
3	<p><b>Fractions continued</b></p> <p>Recognise and interpret common uses of halves, quarters and eighths of shapes and <u>collections</u> (ACMNA033) YR 2</p>	<p>Multiplication mini tests- timed</p>	
4	<p><b>Measurement and Geometry</b></p> <p>Tell time to the minute and investigate the relationship between units of time (ACMMG062) YR 3</p>	<p>Multiplication mini tests- timed</p>	
5	<p><b>Statistics and Probability</b></p> <p>Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely'. and identify some events as 'certain' or 'impossible (ACMSP047) YR 2</p> <p>Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067) YR 3</p>	<p>Multiplication mini tests- timed</p>	

6	<p><b>Patterns and Algebra</b></p> <p>Describe patterns with numbers and identify missing elements (ACMNA035) YR 2</p> <p>Solve problems by using number sentences for addition or subtraction (ACMNA036) YR 2</p> <p>Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060) YR 3</p>	Multiplication mini tests- timed	
7	<p><b>Review and consolidate</b></p> <p>Explore the connection between addition and subtraction (ACMNA029)</p> <p>Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) YR 2</p>	Multiplication mini tests- timed	
8	<b>Review of Term</b>	Multiplication mini tests- timed	
9	<b>Assessment</b>	Assessment	
10	<b>Revision</b>		Feedback following assessment





# Intensive English Centre Class Course Planner Term 2, 2024

**Trinity Bay SHS**

Hoare Street  
PO Box 5071  
Ph. 4037 5222

[www.trinitybayshs.eq.edu.au](http://www.trinitybayshs.eq.edu.au)

Class: Subject – Maths: Pre-mainstream

Teacher/s: Warren McDonald

Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk 1	<p><b>Number and place value Review</b> Identify and describe factors and multiples of whole numbers and use them to solve problems (<a href="#">ACMNA098</a>)</p> <p>Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (<a href="#">ACMNA100</a>) – Year 5</p> <p>Solve problems involving division by a one-digit number, including those that result in a remainder (<a href="#">ACMNA101</a>) – Year 5</p>	Mini whiteboards-checking for understanding	Ongoing feedback
Wk 2	<p><b>Fractions and decimals</b> Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (<a href="#">ACMNA103</a>) – Year 5</p> <p>Compare fractions with related denominators and locate and represent them on a number line (<a href="#">ACMNA125</a>) – Year 6</p> <p>Solve problems involving addition and subtraction of fractions with the same or related denominators (<a href="#">ACMNA126</a>) – Year 6 Make connections between equivalent fractions, decimals and percentages (<a href="#">ACMNA131</a>) – Year 6</p>	Multiplication mini tests- timed	
Wk 3	<p><b>Number and place value</b> Represent and solve problems involving multiplication and division using efficient mental and written strategies and appropriate digital technologies (ACMNA057).</p> <p><b>Patterns and algebra</b> Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence (<a href="#">ACMNA133</a>) – Year 6</p>		
Wk 4	<p><b>Shape</b> Revise 2D and 3D shapes</p> <p><b>Shape</b> Connect three-dimensional objects with their nets and other two-dimensional representations (<a href="#">ACMMG111</a>) – Year 5</p>	Multiplication/division mini tests- timed	
Wk 5	<p><b>Measurement and geometry</b> Choose appropriate units of measurement for length, area, volume, capacity and mass (<a href="#">ACMMG108</a>) – Year 5</p>		

	<p>Calculate perimeter and area of rectangles using familiar metric units (<a href="#">ACMMG109</a>) – Year 5</p> <p>Connect decimal representations to the metric system (<a href="#">ACMMG135</a>) – Year 6</p>		
Wk 6	<p><b>Geometric reasoning</b></p> <p>Estimate, measure and compare angles using degrees. Construct angles using a protractor (<a href="#">ACMMG112</a>) – Year 5</p> <p>Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (<a href="#">ACMMG141</a>) – Year 6</p>	Multiplication/ division mini tests- timed	
Wk 7	<p><b>Statistics and Probability</b></p> <p><b>Chance</b></p> <p>Describe probabilities using fractions, decimals and percentages (<a href="#">ACMSP144</a>) – Year 6</p>		
Wk 8	Revision for Exam Exam		
Wk 9	<b>Moderation and Exam review</b>		
Wk 10	<b>Term revision</b>		