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| One  | Reading | Contextual Connections and Understanding. Inferring. | ▪ Ask students to construct a non-linguistic representation of the word.  
▪ Ensure that all students are reading at 98% accuracy.  
▪ Generate Questions.  
▪ Create a purpose for reading.  
▪ Make Connections and Activate Prior Knowledge.  
▪ Predict.  
▪ Clarify.  
▪ Distinguish Between Fact and Opinion.  
▪ Draw Conclusions and Make Inferences.  
▪ Find Word Meaning in Context.  
▪ Summarise.  
▪ Main idea. | Creation Project.  
Year 7: Picture Book.  
Year 8: Transforming teenage stereotypes campaign.  
Year 9: Independent Visual Literacy Project. | Analysing  
Evaluating  
Creating |
| Two  | Writing | Clarity and cohesion | ▪ Effective writing instruction (Review previously taught skills, Present the new writing task, Provide guided practice, Provide independent practice, Provide cumulative review activities).  
▪ Modelled writing  
▪ Guided writing  
▪ Cooperative Learning  
▪ Developing word knowledge | Creative and persuasive writing.  
Year 7/8/9: Writing Competition |
| Three | **Public Speaking** | Articulation and Engagement | Modelled Speaking  
Cooperative Learning  
Breathing strategies  
Posture  
Non-verbal communication  
Vocabulary Development  
Main idea  
Make connections and activate prior knowledge. | **Loganlea PR Campaign Project.**  
Year 7/8/9: Primary School visits.  
Year 7/8/9: Optiminds Competition  
*Brisbane Writers’ festival* |

| Four | **Our Sense of Community** | Making valuable contributions | Analysing areas of need.  
Problem solving.  
Organising human and physical resources.  
Analysing  
Evaluating  
Creating | **Group Project.**  
Students will identify an area in the local community that they can contribute to in a positive way. Students will plan, develop and implement their community based project. |

The Signature Teaching Team meets 3 times each term for collaborative inquiry to maximise student engagement in the program. At the beginning of each unit, following pre-tasks, teachers will re-assess the suitability of the proposed program and make adjustments where necessary.

Although each level follow the same thematic approach, the content and level at which the skills are taught at vary depending on the classroom context and ability levels of the students.

The program’s success will be evident in the students’ engagement in project based activities, improvement in diagnostic data and improvement in A-E data.