

Isotopic Suite — Help Centre

Teacher walkthroughs in workflow order: create a Module, build resources in Lab, run them from Workroom, then Playground and Revision. Share this PDF with colleagues learning the Suite.

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Modules

Start here — create a Module on the class home, then build and assign activities inside it.

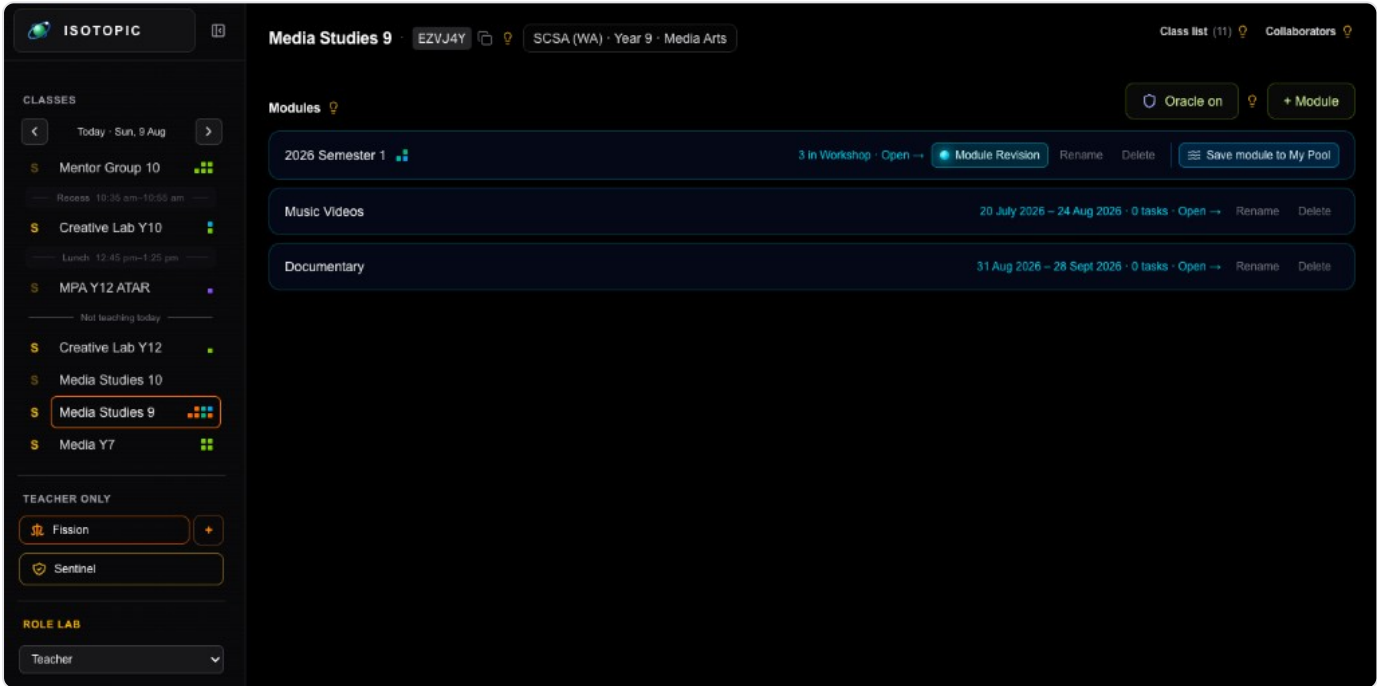
Where to start

Before you make a single activity, create at least one Module on the class home. Lab, Playground, Revision, and Workshop all live inside a Module — not on a flat class list.

A typical path: create a Module on the class home → open it → use Lab to build Echo, Spark, or Flux → assign Practice into Playground or Proper assessment into Workshop → use Revision to recap the Module → optionally save the Module to My Pool for next year.

What Modules are for

A Module is a shared topic shelf for your class — for example “Term 1 — Narrative”, “OLNA English”, or “Photosynthesis week”. Teachers and students see the same Module list on the class home.

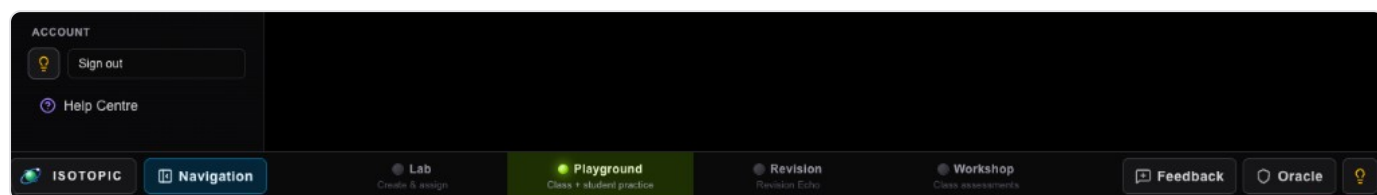


Class home — Modules list, Oracle on/off beside + Module, and Workshop task counts on Open

When you open a Module, the footer tabs run Lab → Playground → Revision → Workshop. Lab is where you create. Playground holds class practice plus private student packs. Workshop holds Proper assessments. Revision builds one Echo quiz from everything on the shelf. Beside those tabs, the Suite footer docks Home, Navigation, Feedback, and Oracle. Timetable and Setup live under Account in the sidebar.

Surface	Who uses it	What it is for
Lab	Teachers (Student Lab for students)	Create activities — Practice to Playground; assessment to Workshop
Playground	Everyone	Class practice and private packs; Foundry Gap drills; learning videos
Revision	Everyone	A private Echo recap built from this Module's tasks

Surface	Who uses it	What it is for
Workshop	Everyone	Proper assessments for this Module



Module footer — Lab → Playground → Revision → Workshop, with Navigation, Feedback, and Oracle beside the tabs

Creating and organising Modules

1. On the class home, choose Create Module and walk through the wizard.
2. Give the Module a clear name. You can optionally set start and finish teaching dates.
3. Open the Module — use the footer tabs for Lab, Playground, Revision, or Workshop.
4. Next, open Lab and create your first activity inside this Module (see the Lab guide).
5. Sidebar activity dots count Workshop assessments plus class Practice. Private learner packs do not add to the dots.
6. To rename or delete, use the class home (the creator or staff can do this). Deleting a Module removes the shelf; tasks stay in the class but are no longer grouped there.

Teachers usually create Modules; students can too (for example in Indi Learner households). Skipping this step is the most common setup mistake — every activity needs a Module to belong to.

Lab

Inside a Module, Lab is where you create Echo, Spark, Flux, and other activities. Practice goes to Playground; Proper assessment goes to Workshop.

What Lab is for

Lab is your create bench inside a Module you have already set up. Design and publish here. Practice packs go to that Module's Playground. Proper assessment goes to Workshop.

The screenshot shows the ISOTOPIC interface for a teacher. On the left is a sidebar with navigation options: CLASSES (Today - Sun, 9 Aug), TEACHER ONLY (Fission, Sentinel), and ROLE LAB (Teacher). The main area is titled 'Media Studies 9' and shows a 'Lab' card for 'Media Studies 9' with a description and a 'Create for 2026 Semester 1' button. Below this are several activity cards: Echo, Spark, Flux, Foundry, Trace, Arcade, Jury, and Latch, each with a brief description and a 'Create' or 'Assign' button. The cards are categorized into 'In Testing' and 'Coming soon'.

Lab inside a Module — Creating for Module. Foundry and Trace under In Testing; Arcade, Jury, and Latch under Coming soon

As a teacher, pick an app card (Echo, Spark, Flux, and so on), complete setup, and assign into the Module you are teaching. Opening Lab from a Module shows Creating for Module and carries that Module into the wizard. Students do not create class assessments from Lab — they use Student Lab for private practice, which appears under Playground → Your practice. On Indi, Learners often create their own practice from the same Lab (see Indi families).

- Lab is for creating and publishing learning activities
- Practice goes to Module Playground (Class practice); Proper assessment goes to Module Workshop
- Marking and moderation sit in Fission; the class AI helper is Oracle in the Module footer — neither is created from Lab

Where Lab fits in the Module

Think of the Module as the topic shelf and Lab as the create bench on that shelf. Footer tabs run Lab → Playground → Revision → Workshop. You create in Lab. Workshop holds assessments. Playground holds class practice plus private student packs.

Surface	What happens here
Module	The shared topic shelf — create this first on the class home
Lab	Choose an app and build an activity inside the Module
Playground	Class practice from Lab + private student packs (teachers can review)
Workshop	Proper assessments you published from Lab

How you use Lab

1. Pick a class in the sidebar. You should already have at least one Module (see the Modules guide).
2. On the class home, open the Module you are teaching this week.
3. Use the Module footer → Lab (you should see Creating for Module with the title).
4. Click a tool card — Echo, Spark, Flux, Foundry, and so on.
5. Work through setup. The Module is already selected; choose Practice or Proper assessment, an optional due date, whether Oracle is allowed, and how Socrates should coach.
6. Publish or assign. Practice cards appear under Playground → Class practice; assessments appear in Workshop.
7. Students open the same Module → Playground or Workshop to do the work. You chase submissions and open results from the task cards.

Success looks like this: you created inside a Module, assigned the task, and the card appears in Playground (Practice) or Workshop (Proper assessment).

What you can create from Lab

The main apps sit at the front of the Lab shelf. Foundry and Trace follow an In Testing marker — usable, still being proven. Arcade, Jury, and Latch sit after Coming soon (dimmed until ready). Each guide below walks through one app in more detail.

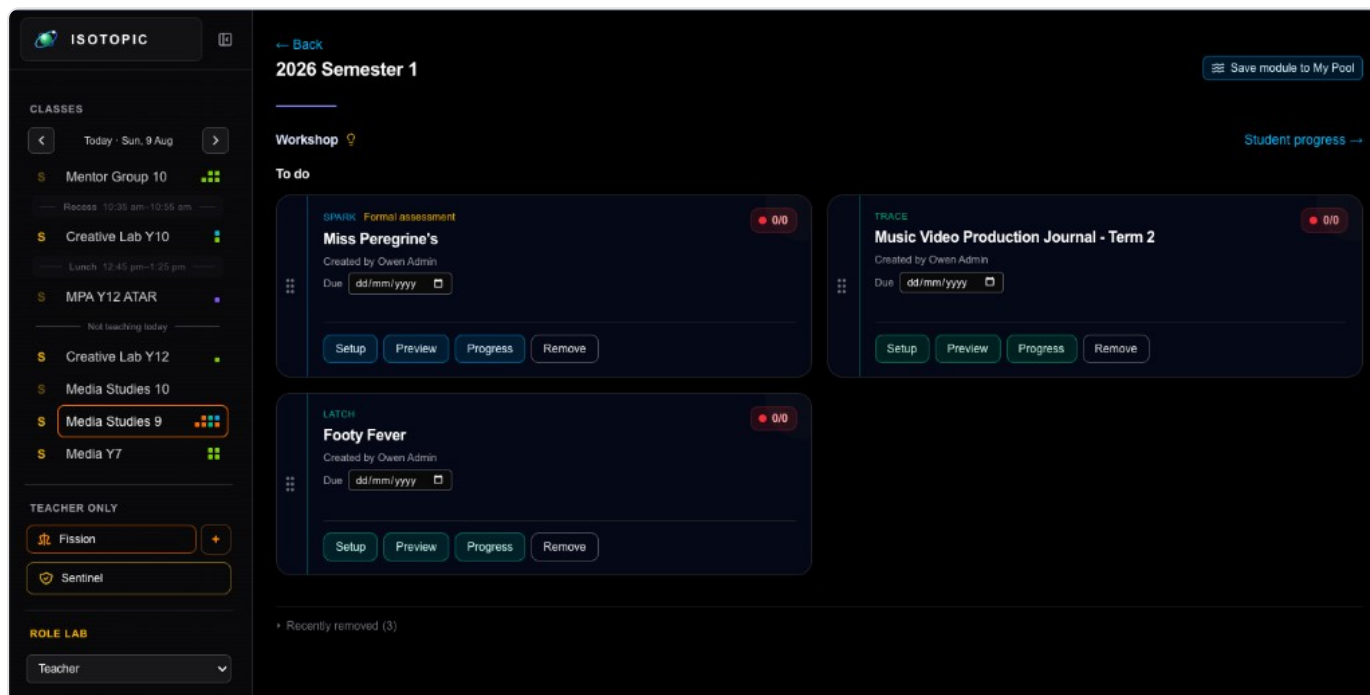
App	What it is for
Echo	Short daily/weekly revision MCQ packs from a lesson
Spark	Short-answer tasks with Socrates coaching
Flux	Long-form writing with target word count, structure, and argument feedback
Foundry	Formative diagnostics and Gap-pill Echo/Spark practice (Assay / Temper / Quench) — In Testing
Trace	Planning and reflective journalling, with mentor agreements — In Testing
Arcade	Human–AI–human creative/critical cycle — build games, judge with Jury, play in Playground — Coming soon
Jury	Live judging, private scores, projected leaderboard — Coming soon
Latch	Match-up / shot-listing — drag chips into rows — Coming soon

Workshop

After you publish a Proper assessment from Lab, it lives here — inside the Module's Workshop.

What the Workshop is

Workshop is inside each Module. It lists Proper assessments for that topic — not Lab Practice or private Playground packs. Those live under Playground → Class practice / Your practice.



Workshop — Proper assessments (Spark, Trace, Latch, and so on). Student progress and Recently removed sit on this shelf

When you create something in Lab and choose Proper assessment, the card appears here. Students open the same cards to do the work. You manage drafts, chase submissions, and open results from these cards. Module Revision can later build an Echo recap from Workshop tasks plus Playground practice.

What teachers do in the Workshop

Each task card gives you the actions you need for that stage. To do cards help you chase who has not finished. Done cards help you review what was submitted.

- Open or continue setup if the task is still a draft
- Preview the session exactly as students will see it
- On To do cards, use the coloured completion chip (red, amber, or green) or open Progress to see who still needs to submit
- On Done cards, open Results to read finished work and diagnostics
- Open Student progress for a class-wide board — who has finished each task — then drill into Details for one task
- From Foundry cards, open Progress or Results for that diagnostic, or Foundry home for pathways and class gaps. Tap Gap pills to create Echo or Spark practice (those packs go to Playground)
- On Echo and Spark Progress / Results, practice completion shows as N× (how many times each student finished the pack)

- If you attached a learning video, the card shows Video generating until it is ready, then Watch video (and Download video if needed)
- Remove sends a task to Recently removed for seven days. Restore brings it back with student work intact. After that it is permanently deleted
- The class header shows who created a task and which collaborators are attached
- Due dates, when you set them at assign time, show on Workshop cards (Echo, Spark, Flux, Foundry)
- Fission-related cards can appear when moderation work is linked to the class

Think of Workshop as your assessment hub for that Module — where students launch Proper assessments, and where you review what they produced. Back from Progress, Results, or Student progress always returns you here.

Fission is not created from Lab, but related moderation cards can still show in Workshop when they are relevant to the class.

Workshop, Lab, and Playground

Surface	Contains
Lab	Where you create and choose tools
Workshop	Proper assessments published from Lab
Playground	Class practice (Lab Practice and Foundry class Gap packs) and private student packs; teachers can review

Playground

Practice shelf inside a Module — class Practice from Lab plus private student packs. Separate from Workshop assessments.

What Playground is for

Playground is the practice shelf inside a Module. Proper assessments stay in Workshop. Playground holds Class practice (from Lab → Practice, and Foundry class Gap packs) and private packs from Student Lab or learner Gap pills.

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Energy

Update My Pool (+1)

Playground ?

ASSIGNED PRACTICE

Echo · T3WQ4-Practical-Insulators	Not started	Review	Remove
Echo · Module revision · Energy week 3	Done · 3 days ago	Results	Remove
Echo · T3W3L1&2 Heat Convection	Done · 5 days ago	Results	Remove
Echo · T3W2L2-Heat Transfer (Transfer of Kinetic Energy)	Done · 6 days ago	Results	Remove
Echo · T3W2P1-Newton's Cradle Principles	Done · 12 days ago	Results	Remove
Echo · T3W1P3 Types of Kinetic Energy and Particles	Done · 22 July	Results	Remove
Echo · T3W1P2 Transfer of Kinetic Energy	Done · 21 July	Results	Remove
Echo · T3W1P1 What is Energy?	Done · 20 July	Results	Remove

LEARNER PRIVATE PRACTICE

●●● Melody Beck

2 packs · today

Teacher / parent view — Assigned practice (Class practice in schools) plus Learner private practice

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Energy

Playground

FROM YOUR PARENT

T3WQ4-Practical-Insulators ECHO

Open → Delete

Module revision · Energy week 3 ECHO

Open → Delete

T3W3L1&2 Heat Convection ECHO

Open → Delete

T3W2L2-Heat Transfer (Transfer of Kinetic Energy) ECHO

Open → Delete

T3W2P1-Newton's Cradle Principles ECHO

Open → Delete

T3W1P3 Types of Kinetic Energy and Particles ECHO

Open → Delete

T3W1P2 Transfer of Kinetic Energy ECHO

Open → Delete

T3W1P1 What is Energy? ECHO

Open → Delete

YOUR PRACTICE

science practice FLUX

Open → Delete

Science practice SPARK

Open → Delete

Learner view — From your parent (assigned packs) and Your practice (private packs)

Teachers see Class practice (or Assigned practice on Indi) plus a roster of voluntary student practice.

Learners see packs from you under From your parent or Class practice, and Your practice for private packs.

After a Foundry Assay, Gap pills build short Echo (Reading/Maths) or Spark (Writing) packs here. Teachers can review attempts and leave a comment. Optional learning videos appear under Foundry Learning Videos; some packs show Watch this first. Completion often shows as N× done.

Shelf	What lands here
Class practice / Assigned practice	Lab → Practice assigns; teacher or parent Foundry Gap packs
Your practice / Learner private practice	Student Lab packs; learner-started Gap pills
Foundry Learning Videos	Short Explainer videos attached to gaps or tasks (kept about seven days)

Module Revision

Once students have completed Workshop tasks and/or built Playground practice in a Module, open Revision on the Module footer. The Suite generates one private Echo quiz from everything on that topic shelf — assessments plus practice. Each student's attempt is private.

Use Revision at the end of a unit, before a test, or as a weekly recap. It complements Echo packs you assign from Lab — it does not replace them.

MODULE REVISION

2026 Semester 1

Builds a class Echo from Module Workroom (and your practice). It appears in Workroom marked Revision — open Setup to tweak before students sit it.

0 source activities

Which tasks to include?



Done tasks only

Safest mid-module set — Workroom tasks the whole class has finished.



Done + open Todo

Include Todo that is due today/past (or has no due date). Skips future-dated work.



All tasks in this Module

Final revision before a test — every Workroom task, including future due dates.

How many questions?

12 questions



Create Module Revision

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Module Revision — pick Done, Todo, or All tasks, set question count, then Create (builds a class Echo from this Module)

My Pool

Save a finished Module to My Pool, then reuse packs or templates in other classes — your personal reuse shelf.

What My Pool is for

My Pool is your personal teacher shelf — separate from the class home. When a Module is working well, save its activities as a reusable pack. Next time you teach the same unit, pull from My Pool instead of rebuilding from scratch.

Open My Pool from the sidebar while you are in a class. It holds Module packs you have saved and individual activity templates (Spark, Flux, Echo, and so on). If you teach twin classes with the same year and subject, the Suite avoids duplicate packs when you save.

The screenshot shows the 'My Pool' interface, which is a dark-themed sidebar panel. At the top, it has a title 'My Pool' and a close button. Below the title is a description: 'Saved Modules (by year and subject), plus your Trace, Spark, and Flux activities and templates. Open a task to reuse or adapt for this class.' There is a search bar labeled 'Filter by title, description, or class name...'. Below the search bar is a section titled 'MODULES' with a subtitle 'Canonical packs grouped by learning area and year. Twin classes share one pack.' and a message 'No saved Modules yet. Open a Module and choose Save module to My Pool.' Below this is an 'ACTIVE' section with three items: 'Spark' (Media Studies 9, Miss Peregrine's), 'Flux' (Creative Lab Y10, Media Production and Analysis (ATAR) practice), and 'Trace' (MPA Y12 ATAR, Context & Interpretation). Each item has an 'Archive' button. Below the active section is an 'ARCHIVE' section with a message 'No archived tasks match your filter.' and a 'SAVED TEMPLATES ONLY' section with a message 'No saved-only templates match your filter.'

My Pool — Module packs plus Active Trace, Spark, and Flux tasks you can archive or reuse

Saving a Module to My Pool

1. Open a Module you have already built — with Workshop or Playground tasks assigned.
2. Choose Save module to My Pool, or Update My Pool when you have added new tasks since the last save.

3. Tick which activities to include. Items already in the pack are locked; you can add new ones.
4. Task cards show In My Pool or Not in My Pool yet, so you can see what still needs syncing.
5. Later, in another class, create a new Module and pull from My Pool when you start a similar unit.

Packs carry year and subject labels for browsing. My Pool is for teachers only — students never see it.

Activity templates

When you create from Lab → New task, My Pool lists your saved templates for that app. Pick one to pre-fill the setup form, then assign into the Module you are working in.

- Templates stay personal unless you share them through a saved Module pack
- Archived templates drop out of the active browse list
- Oracle can help draft Spark, Flux, or Echo setup — save those drafts to My Pool when you are happy with them

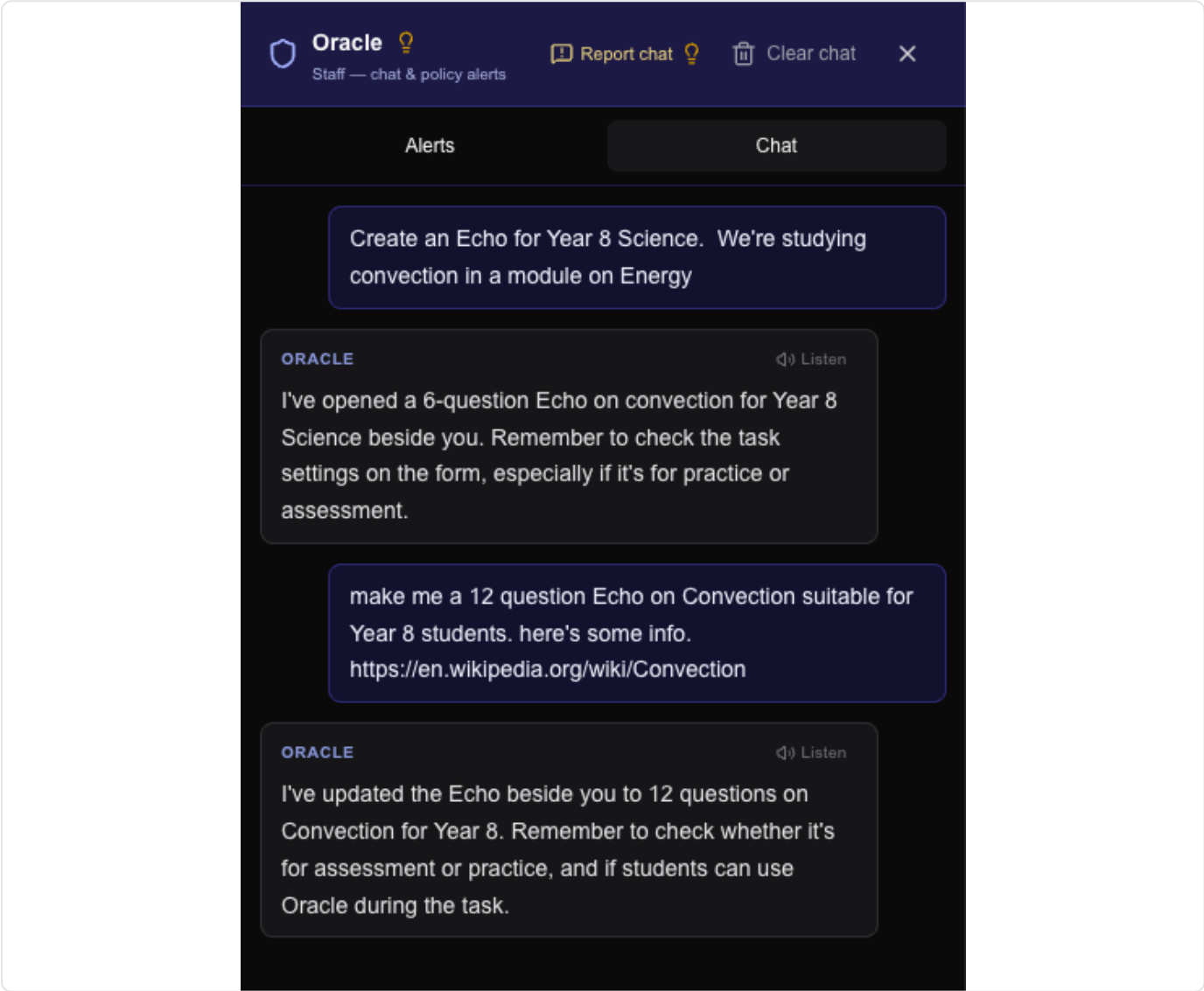
Coming soon: School Pool — a school-wide shelf for sharing programmes, with Head Teachers able to publish material for classroom teachers to pick up and use.

Oracle

The class AI helper — turn it off for a class, lock it on assessments, and review policy alerts plus how much help students needed on Spark and Flux tasks.

What Oracle is

Oracle is the class AI panel students and teachers can open during class work. It is docked in the Module footer with Feedback. It follows your school’s AI use policy. It is not a Lab app, and it is not the same as Socrates — the in-task coach inside Spark, Flux, Foundry, and Echo.



Oracle Chat — staff can draft or refine Echo (and other) tasks. Check Practice vs assessment and Allow Oracle on the form

Role	Job
Student	Ask for learning help when Oracle is allowed. Off-topic or dishonest use gets a gentle redirect; repeated or serious misuse escalates to staff.
Teacher / staff	Use the same chat for your own questions; review Alerts when policy is breached; on Spark and Flux gradebooks, read a short summary of how much Oracle help each student needed — not a full transcript.

Class on/off and per-task control

You have three levels of control:

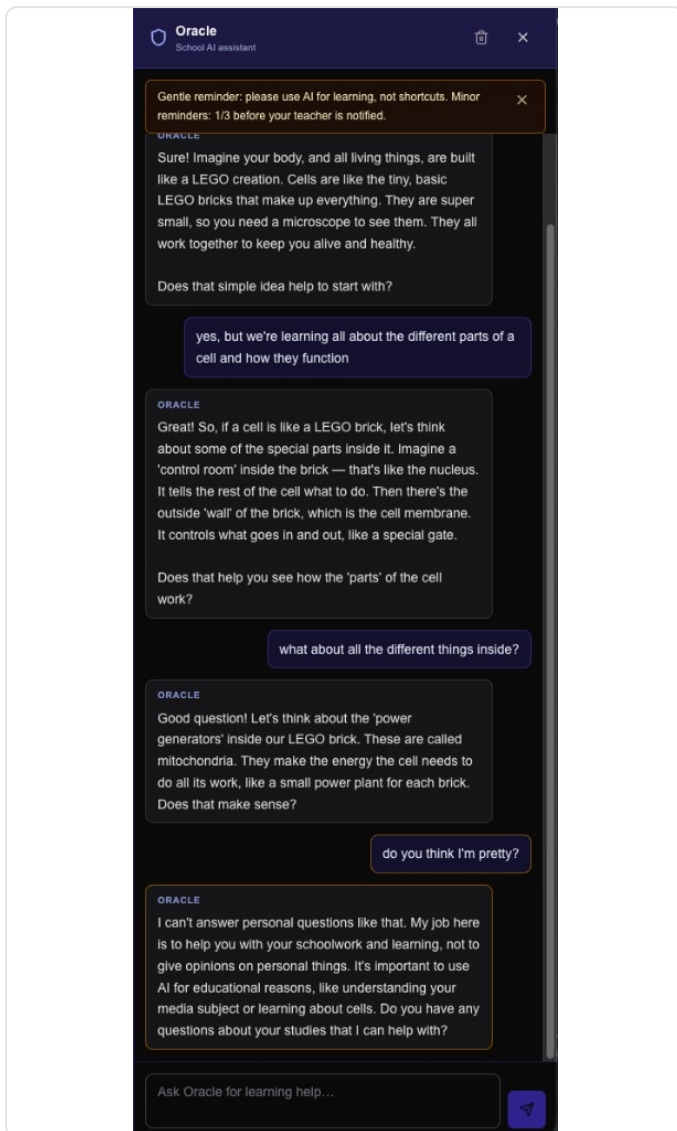
1. Dashboard — use Oracle on / Oracle off — all classes to flip every active class at once.
2. Class home — next to + Module, use Oracle on / Oracle off for that class. When it is off, students do not see Oracle in that class (staff can still open it for planning and Alerts).
3. Each Spark, Flux, and Echo task — choose Practice or Proper assessment, and whether to allow Oracle during that attempt. Practice packs go to Playground and default to Oracle on. Proper assessments go to Workshop and lock Oracle by default.

Oracle also appears in the Module footer beside Feedback.

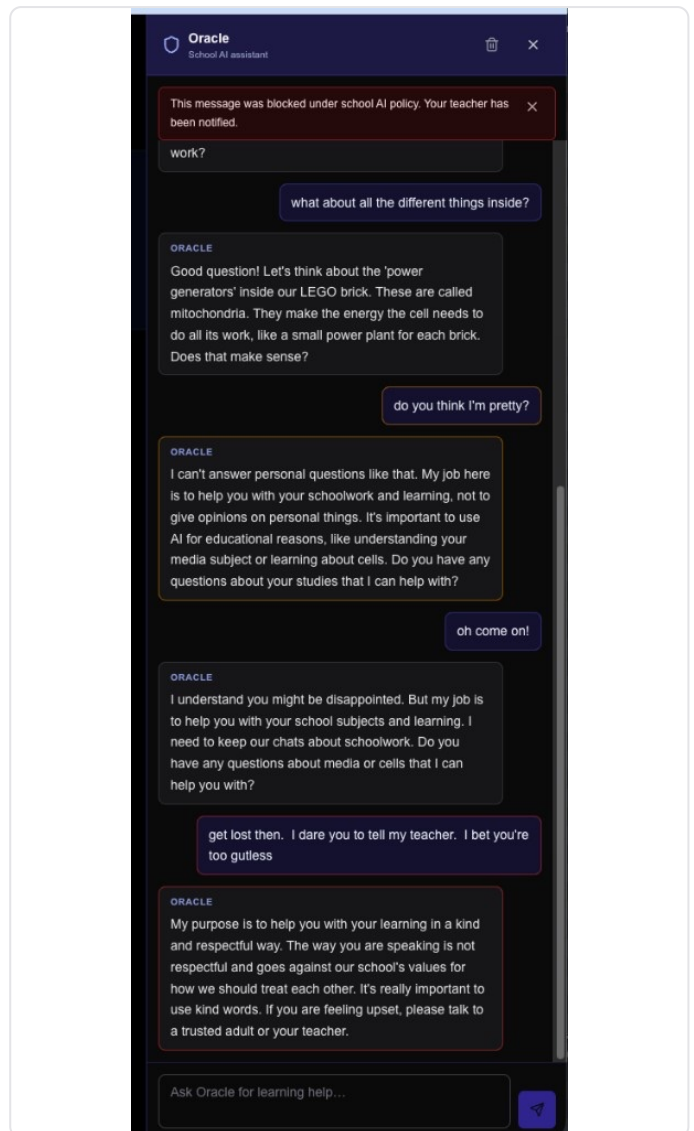
Locking Oracle on an assessment does not remove Socrates. They are separate assistants and can both be available on the same task if you allow it.

Alerts and diagnostics

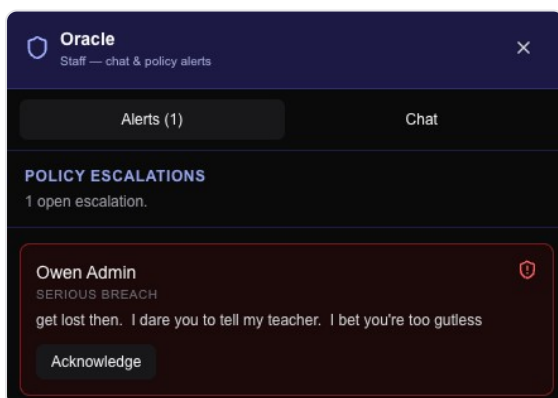
Outcome	What you see
Policy alert	Serious misuse, or three minor reminders in a term, escalates to Oracle → Alerts for staff to acknowledge.
Task summary (Spark / Flux)	On the student’s gradebook page: how many Oracle asks they made, with sample questions — enough to see what help they needed, not a full chat log.
Everyday chat	Staff cannot browse ordinary student Oracle conversations — by design, for student privacy.



1 — Minor (1/3): redirected; teacher not notified yet



2 — Serious: blocked; teacher notified



3 — Staff Alerts: escalate → Acknowledge

Minor reminders count up through the term (1/3, 2/3, and so on). The third minor reminder, or any serious breach, lands in staff Alerts. To review alerts in Role Lab, open a class as Teacher, then Oracle → Alerts.

Oracle without a class

Teachers can open Oracle from the Suite footer or sidebar even when no class is selected — useful for planning, policy questions, or drafting a task before you pick a Module. Class-scoped alerts and student

diagnostics still need a class context.

Oracle polish on Flux

On Flux essays, Oracle can run in polish mode after Socrates and drafting — a limited number of consultation passes to tighten wording and exam readiness. That is separate from in-task Socrates coaching. You set Allow Oracle and polish limits at create time.

Socrates coaches structure and argument while the student writes. Oracle polish is an optional final pass — not a replacement for Socrates or for the student’s own drafting.

Oracle vs Socrates

Assistant	Where	Job
Oracle	Module footer panel on class pages	General learning help, school AI policy, and staff alerts
Socrates	Inside Spark / Flux / Echo tasks (Foundry staff preview optional)	In-task coaching grounded in class and syllabus context, limited by the teacher

Locking Oracle does not remove Socrates. They can both be available on the same task.

Socrates

The in-task AI coach inside Spark, Flux, and Echo — grounded in your class, syllabus, and the material you provide. Foundry also offers a staff-only Socrates preview.

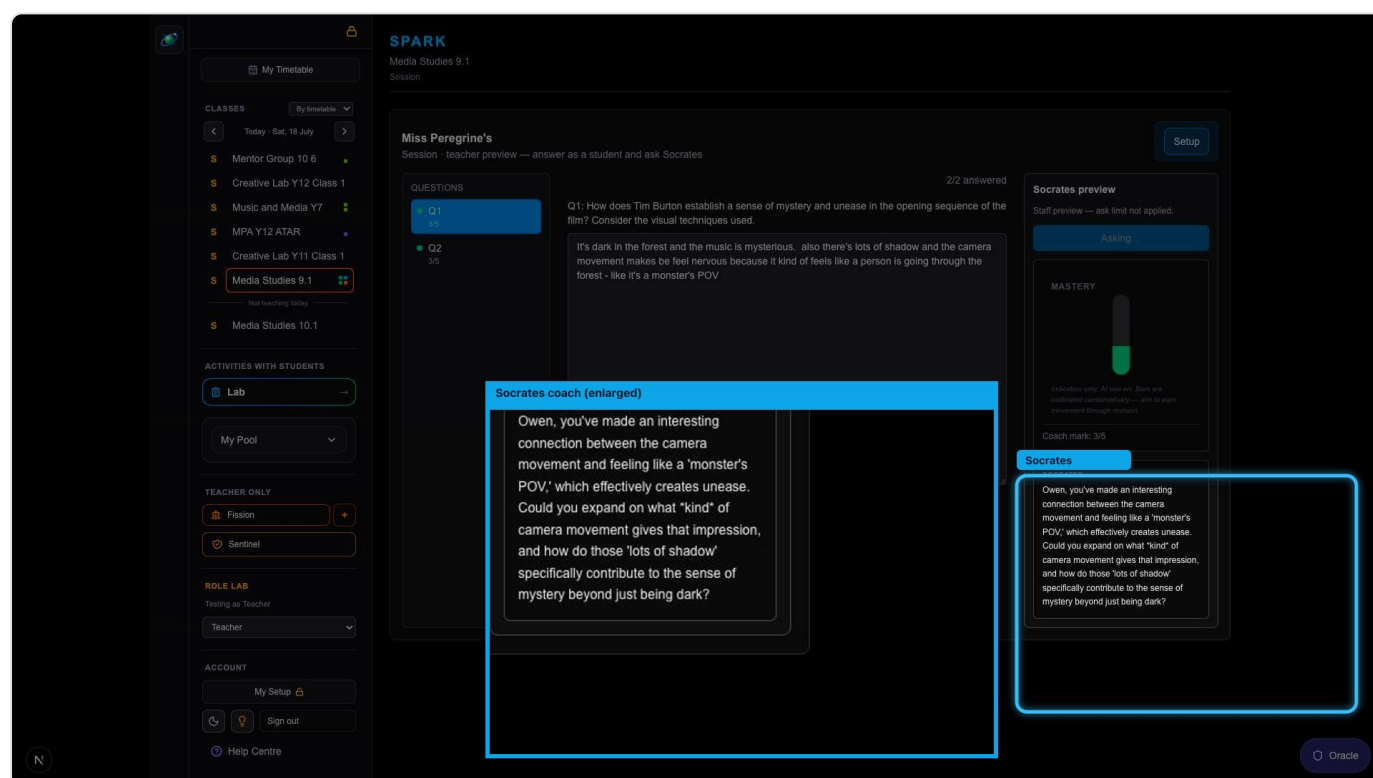
What Socrates is

Socrates is the coach inside an assignment session. Oracle is the general class assistant in the Module footer. They do different jobs and you control them separately.

In Spark and Flux, Socrates helps students develop their own answers and structure — stretching thinking without handing over a finished paragraph or essay. After Foundry finds gaps, students close them with short Echo or Spark practice from Gap pills (Socrates still coaches inside those Spark and Echo sessions). Staff can optionally open Foundry's Socrates preview.

In Echo, Socrates closes a missed revision item with one short, guided line after a retry — not a long coaching chat. You set ask limits where the app supports them.

Socrates is not a blank chatbot. It draws on your education authority syllabus (for example SCSA), the class, the student's year group, and any links or document notes you — or the student, in Playground — provide.



Socrates — in-task coach highlighted in a Spark session

Vs Oracle

- Socrates lives inside the assignment — Spark session, Flux essay, Echo retry (and optional Foundry staff preview)
- Oracle lives in the Module footer panel for general help
- Turning Oracle off does not turn Socrates off
- Both support honest, learning-focused work — not shortcuts

Echo

Quick lesson-tied revision — multiple-choice packs from what you taught today, with optional learning video and a brief upskill when students miss a question.

What Echo is for

Media Studies 9

Assign an Echo pack
Short post-lesson revision. Assigning publishes it into a Module's Workbook for the whole class.

Title
Echo — today's revision

Module
2020 Semester 1
Or create a new Module... Create

What did you learn today? (this week?)
e.g. Photosynthesis — inputs, outputs, and where it happens in the leaf

Essential material (must cover)
e.g. construction vs. destruction vs. reduction; particles gain kinetic energy when heated

Links (optional)
One URL per line

Pasts notes or document text (optional)
Paste class notes, a slide summary, or content from an uploaded doc

Upload files for AI summary (optional)
Upload & summarise

Authority
SCSA (WA) — Name —

Syllabus subject (optional)
— Name —

Year level (optional)
e.g. 9

Question count (4-12)
8

Task type
☒ Proper assessment
☐ Practice
☐ Allow Oracle during this task

Due date (optional)
dd/mm/yyyy

Learning video (optional)
One tap loads a short learning video. One Download video if the phone stores them on iPad

Generate questions

Create — Module, lesson focus, question count, Practice or Proper assessment, Allow Oracle, optional learning video

Echo is for short, lesson-tied revision — usually a handful of multiple-choice questions from what you taught today. Foundry is different: longer skill-pathway diagnostics across a subject. Use Echo for quick checks; use Foundry when you want a broader gap map.

You describe the lesson focus (and optional essential material), and the Suite generates a small MCQ pack. Choose Practice (goes to Module Playground → Class practice) or Proper assessment (goes to Workshop). Students can also keep private packs via Student Lab → Your practice. When they miss a question, Echo can offer a short upskill read and one retry.

What Echo (and Socrates) draw on

Echo questions and Socrates lines are grounded in real teaching context — not a generic chat. When you draft a pack, the generator uses:

- Your education authority syllabus (for example SCSA) when you pick a subject
- The class and student year level you are creating in
- What was learned today — your lesson notes
- Essential material — the must-know facts, terms, or steps Echo should test (separate from broader lesson notes)
- Any extra links or pasted document notes you provide

- In Playground, resources the student adds for that week

Optional learning video (Explainer)

On create, you can attach a short Learning video (Explainer) — script, diagrams, and voice. Videos are kept for about seven days. You can Assign to class while the video is still building; the task card shows Video generating until it is ready, then Watch video. Use Download video if the player stays black on iPad.

You do not need to wait on the create screen. Assign, keep teaching, and the card refreshes when the video is ready.

Typical flow

1. Open your Module → Lab → Assign Echo pack (Module is already selected when you open Lab from the Module).
2. Set lesson focus, essential material, links and notes, authority subject, year level, Practice or Proper assessment, Allow Oracle, and an optional due date.
3. Optional: Generate video under Learning video (Explainer).
4. Assign — Practice goes to Playground Class practice; Proper assessment goes to Workshop; or Save to Playground for a private pack.
5. Students complete the MCQs. On a miss, they may see diagnostics, a short upskill paragraph, and one retry.
6. On a second miss, Echo underlines the answer span, offers one Socrates line, then asks a quick self-check — without opening a long chat.

Science Revision Term 2 Week 1

Playground

Private revision - 4/4 answered

Q1 · PHOTOSYNTHESIS FUNCTION

What is the primary purpose of photosynthesis in plants?

- A. To release energy by breaking down food.
- B. To convert light energy into chemical energy.
- C. To absorb water and minerals from the soil.
- D. To transport nutrients throughout the plant.

Q2 · PHOTOSYNTHESIS REACTANTS

Which two substances are absorbed by a plant for use as reactants in photosynthesis?

- A. Glucose and oxygen
- B. Carbon dioxide and water
- C. Water and oxygen
- D. Sunlight and chlorophyll

Q3 · PHOTOSYNTHESIS PRODUCTS

What are the main products of photosynthesis?

- A. Carbon dioxide and water
- B. Sunlight and chlorophyll
- C. Glucose (sugar) and oxygen
- D. Energy and starch

Q4 · CHLOROPHYLL ROLE

What is the role of chlorophyll in photosynthesis?

- A. To transport water throughout the plant.
- B. To absorb sunlight energy.
- C. To release oxygen into the atmosphere.
- D. To break down glucose for energy.

Complete the pack — short private revision MCQs

Y8 Science

[Back to Playground](#)

T3W3L1&2 Heat Convection

Melody Beck · submitted 3 Aug 2026 · Not completed yet

1. What is the primary mechanism of heat transfer through a fluid due to the physical motion of its molecules?

Answer: Convection (correct)

2. In which state(s) of matter does convective heat transfer typically occur?

Answer: Liquids and gases (fluids) (correct)

3. What drives natural convection?

Answer: Buoyancy and gravity (correct)

4. How does forced convection differ from natural convection?

Answer: It uses external tools like pumps or fans. (correct)

5. Convective heat transfer is described as a combination of which two processes?

Answer: Thermal conduction and advection (correct)

6. When a pot of water is heated on a stove, the warmer water at the bottom rises, and cooler water from the top sinks to take its place. This process is an example of:

Answer: Convection (correct)

7. Which law provides a practical approximation for calculating the rate of heat loss from an object to its surroundings?

Answer: Newton's Law of Cooling (correct)

8. What characteristic of a surface can influence the flow patterns and heat transfer efficiency in convection?

First answer: Its mass (incorrect)

After Socrates: Its texture (correct after Socrates)

9. In natural convection, what happens to warmer, less dense fluid particles?

Answer: They rise upwards. (correct)

10. What does 'advection' refer to in the context of convective heat transfer?

Answer: The bulk movement of a liquid or gas. (correct)

Results / review — correct items marked; after a miss, Socrates can coach one retry (shown as After Socrates)

Science Revision Term 2 Week 1

Playground

Private revision · Submitted

UPSKILL 1 OF 2 · PHOTOSYNTHESIS REACTANTS

For photosynthesis to occur, plants require specific raw materials. These include carbon dioxide, which is absorbed from the atmosphere through small pores called stomata, and water, which is absorbed from the soil through the roots. Sunlight provides the energy, and chlorophyll captures this energy, but they are not the chemical reactants themselves.

Try again: Which two substances are absorbed by a plant for use as reactants in photosynthesis?

A. Glucose and oxygen

B. Carbon dioxide and water

C. Water and oxygen

D. Sunlight and chlorophyll

Upskill — short read, then one retry on the gap

Socrates in Echo is deliberately brief: one guided line after a second miss, then the student moves on. Spark and Flux offer a fuller coaching conversation. Echo is meant to close a gap quickly and return to the pack.

Spark

Short-answer writing with Socrates coaching — depth in a small space, with Practice or Proper assessment and optional Oracle summaries on the gradebook.

What Spark is for

SPARK
Media Studies 9.1

Spark • Setup
Short-answer tasks with Socrates, who guides students to their own conclusions.

Miss Peregrine's [Preview & test](#)

This assessment is live for the class. You can still tweak prompts and marks — save carefully if students have started.

[Ask Socrates](#)

Assessment title
Miss Peregrine's

Description (optional)
Ten short paragraphs to demonstrate your understanding how Tim Burton uses media codes and conventions to help tell his stories.

Year level (this assessment)
Year 9

Subject / learning area (this assessment)
Media Arts

Used for Socrates and curriculum content on this task only — it does not change the class chip (e.g. Media can stay multi-subject while this task is Science).

Task type
☒ Proper assessment ☐ Practice
 Spark assessment — Oracle locked by default.
☐ Allow Oracle during this task
When selected a brief transcript of what the student asked Oracle "during this task" is saved with their work (not everyday class chat, and not a full transcript). Policy breaches still alert staff via Oracle alerts.

Socrates asks per question
3
Currently 3.

Default marks (new questions)
5
Currently 5 (1–100).

Number of questions (shortcut)
10

[Oracle alerts](#)

Setup — title, Practice or Proper assessment, Allow Oracle, Socrates asks, marks, question count

Spark is for short written answers with Socrates beside each question. Choose Spark when you want depth in a small space; choose Flux when you need a full essay with structure and a target word count. Oracle can sit alongside either when you allow it.

You write one or more focused questions, set how Socrates should coach, and choose Practice or Proper assessment. Practice goes to Playground; Proper assessment goes to Workshop. Students answer in the session; Socrates stretches their thinking without writing the paragraph for them. Spark suits lesson exits, concept checks, exam-style short responses, and Foundry Writing Gap practice.

Student session and paste authenticity

The screenshot shows the SPARK student session interface. At the top, it says 'SPARK Media Studies 9.1 Session'. The main title is 'Miss Peregrine's' with a subtitle 'Session · teacher preview — answer as a student and ask Socrates'. A 'Setup' button is in the top right. On the left, a 'QUESTIONS' list includes Q1 (4/5), Q2 (3/5), Q3 The Loop (selected), Q4 Miss Peregrine, Q5 The Peculiar Chil..., Q6 The Hollows, Q7 Baron as Villain, Q8 Romance and Em..., Q9 Horror Elements, and Q10 Bidirectional Intent. The main area shows 'Q3 The Loop: How does Burton use colour grading and set design to differentiate the time loop world from the present day? What effect does this have on the audience?'. Below the question is a text box containing a paragraph about Jake's Florida home and the time loop. A 'Paste noted' message says: 'Paste noted — try putting this in your own words. Socrates may ask how you arrived at these ideas.' with a 'Dismiss' link. Below this is a 'Short answer' field with 'Back', 'Next', and 'Save now' buttons. A note at the bottom says: 'Submit is hidden in preview. Use Save now or move between questions to persist answers and Socrates replies.' On the right, a 'Socrates preview' section shows a 'Mastery' bar and an 'Ask Socrates' button. A dashed box indicates where Socrates will reply.

Session — paste noted nudge; Socrates may probe how they arrived at the ideas

If a student pastes a substantial block of text into an answer (about forty characters or more), Spark shows a gentle nudge: “Paste noted — try putting this in your own words. Socrates may ask how you arrived at these ideas.” That is not an accusation — it signals that ownership matters. The paste is recorded on that question for you and steers Socrates toward at least one “how did you arrive at this?” question, without mentioning paste detection to the student.

- Students can dismiss the nudge and keep working
- You can see a paste signal on that question in the gradebook
- Flux uses the same pattern on long-form essays

The goal is ownership of ideas, not a plagiarism tribunal.

How you use it

1. Open your Module → Lab → Create Spark activity.
2. Write prompts and what you are looking for; set Practice or Proper assessment, Oracle, Socrates asks per question, marks, and an optional due date.

3. Assign — Practice goes to Playground Class practice; Proper assessment goes to Workshop; or Save to Playground for a private pack.
4. Students complete the task, use Socrates within your limits, and submit.
5. Open the gradebook or results; practice completion shows as Nx; if Oracle was allowed, read the short summary of what help each student needed.

For name-and-identify questions, Socrates can confirm a correct match without forcing an essay. For explain-and-extend items, coaching pushes for evidence and depth.

Flux

Long-form writing with a target word count — Socrates expands or truncates toward high-quality exam answers using structure, Bloom's, and They Say / I Say.

What Flux is for

Flux is for sustained writing. Use Spark when you want short answers; use Flux when structure, argument, and exam-length stamina matter.

The target word count is central to Flux. It helps two kinds of student at once: those who need to expand and fill a whole exam paper with enough knowledge and detail, and those who need to distill what they know into the time allowed — succinct, high-quality answers rather than sprawl.

A simple way to set the target: write flat out for five minutes, count the words, multiply by ten. That estimates how much they can write in about fifty minutes (for example, 120 words $\times$ 10 $\rightarrow$ ~1200 words). That figure becomes their target word count in Flux — a realistic personal ceiling for exam-length practice, not an arbitrary quota.

Expand to fill the paper when they under-write; distill to fit the clock when they over-write. Same tool, same target — different coaching pressure depending on the student.

The screenshot shows the 'FLUX NPA Y12 LARAR' interface. The main section is 'Context & Interpretation' with sub-headers 'Prompt, resources, and mastery weighting'. It includes buttons for 'Setup', 'Preview', and 'Progress'.

Basics

- Module:** A dropdown menu showing '2026 Semester 1'. A note says 'Required — change to move this test into another Module's Workbook'. Below it is a text input 'Or create a new Module...' and a 'Create' button.
- Ask Socrates:** A button.
- Upload files for AI summary (optional):** A section with a description: 'Upload a PDF, image, Word doc, or PowerPoint. We extract the text and generate a proposed Flux question. The original file isn't stored — we only keep the proposed question text.' Below it is an 'Upload & summarize' button.

Title

- Context & Interpretation:** A text input field.
- Short description (optional):** A text input field.
- Short Answer question - target word count how much you can write at full speed in 20 minutes - say, about 400-500 words:** A text input field.

Question

Describe how media producers use technical and symbolic codes to influence audience perception of a political figure. Use evidence from a studied film.

Resources (for AI / marking context)

+ Add resource

Links

- <https://www.thesceneacademy.com/y12/mpa/power-and-persuasion-mpaganda/wag-the-dog> Remove
- <https://www.thesceneacademy.com/y12/mpa/power-and-persuasion-mpaganda/bob-roberts> Remove
- <https://www.thesceneacademy.com/y12/mpa/power-and-persuasion-mpaganda/fahrenheit-911> Remove

+ Add link

Reference works

- Reference 1:** Remove
 - Bob Roberts
 - Film
 - Notes (plot context, key scenes, ...)
- Reference 2:** Remove
 - Wag the Dog
 - Film
 - Notes (plot context, key scenes, ...)
- Reference 3:** Remove
 - Fahrenheit 911
 - Film
 - Notes (plot context, key scenes, ...)

+ Add reference

Bloom's Taxonomy (Cognitive Layer)

- ☒ Use Bloom to structure Socrates feedback around argument and reasoning
- [Show full taxonomy \(all six levels — teaching reference\)](#)

Setup — title, question, and links for Socrates context

Socrates is how Flux turns word-count practice into writing training. When a student needs to grow the piece, Socrates coaches expansion; when they are over length or rambling, Socrates helps them truncate and tighten — always toward the target, not just “write more” or “write less.”

Coaching is anchored in designated structural requirements for the task, and in established frameworks for academic quality — including Bloom’s taxonomy (depth of thinking) and They Say / I Say (voice, response, and argument moves). The aim is the highest-quality answer that fits the time and the target word count.

Flux + Socrates = exam-length stamina with structure, thinking level, and argument craft — not a word counter alone.

Structural layers (paragraph patterns)

☒ **PETAL**
 Point, Evidence, Technique, Analysis, Link — English & Maths
[Step-by-step \(legacy detail\)](#)

☐ **TEEL**
 Topic, Explanation, Evidence, Link — PAGES
[Step-by-step \(legacy detail\)](#)

☐ **Toulmin**
 Claim, Data, Warrant — argumentation
[Step-by-step \(legacy detail\)](#)

☐ **Schaffer**
 Context, Issue, Commentary — award summary
[Step-by-step \(legacy detail\)](#)

☐ **PEAES**
 Point, Evidence, Analyse, Explain, Synthesise — common in Australian English
[Step-by-step \(legacy detail\)](#)

☐ **Custom**
 Create your own step-by-step paragraph response pattern.
 Tick Custom above to enable your own step-by-step pattern for Socrates.

☒ **They Say / I Say**
 Templates for entering academic conversations
[Step-by-step \(legacy detail\)](#)

Socrates asks per essay ?

☒ Allow Oracis polish ?

Currently 6.

Task type

☒ Proper assessment
 ☐ Practice

First assessment — Oracis locked by default.

Due date (optional)

Oracis Worksheet cards and keeper future work out of Moodle Revision until due.

Good answers include optional guides Socrates

e.g. Clear thesis; uses set texts as evidence; weighs a counter-argument; links back to the question

Designer instructions for AI

e.g. Encourage counter-argument using two set texts. Keep feedback Socratic (questions, not answers).

Label (shown in Socrates / gradebook)	Weight	
Technical Codes	6	Remove
Symbolic Codes	6	Remove
Argument Scaffold	6	Remove
Terminology	4	Remove

Year and subject (this activity)

For Socrates and curriculum control on this essay only — does not change the class ship.

Year level

Subject / learning area

[Save changes](#)

Setup — PETAL / They Say I Say, and Socrates asks per essay

FLUX
MPA Y12 ATAR
Session

Context & Interpretation
Session · teacher preview — write as a student and ask Socrates

Save now

QUESTION
Discuss how media producers use technical and symbolic codes to influence audience perception of a political figure. Use evidence from a studied film.
Refine the prompt or expectations for this class if Socrates or the layout needs tuning — your draft stays here.

Edit question & instructions

Socrates preview
Unlimited asks in teacher preview

Your opening is long (169 words, ~38% of target). Consider tightening so you have room for body paragraphs and a conclusion.

MASTERY

WORDS
169 / ~450
TARGET 450

Essay title
Representing American Politicians

Your essay

American politicians are often the targets of critical media makers, with one documentary filmmaker being almost synonymous with this kind of filmmaking; Michael Moore. Moore cut his teeth on a cynical documentary about the closing down of big car manufacturing in his home-town of Flint Michigan. The film was called Roger and Me, and it featured Moore on a relentless quest to meet Roger Smith, CEO of General Motors, and interview him about the employment carnage that was happening in Flint. While on the surface Moore was the protagonist in his own documentary through his determined pursuit, this narrative was reinforced by clever use of media codes and conventions such as editing, music, juxtaposition and a very dry humour. I refer to codes and conventions since the conventions are simply recognised uses for media codes. Moore took his cynical filmmaking to another level in the film Fahrenheit 9/11, when he made a complete mockery of the US President George Bush Jnr. Moore post 9/11 terror attacks in the USA.

Ask Socrates

SOCRATES
Owen, your introduction clearly establishes a critical analytical approach to "Fahrenheit 9/11", identifying Moore's deliberate manipulation of media languages and audience psychology. To strengthen your analysis moving forward, what specific scenes or techniques from the film could you foreground to powerfully demonstrate this "architecture of omission and emphasis" you've introduced? How do these choices by Moore aim to shape a particular audience response?

BLOOM'S (ADAPTIVE)

STRUCTURE (THEYSAY)
They Say / I Say: name others' views, then enter with your response — use templates to sound academic not shrill.

Oracle

Session (teacher preview) — target word count, Mastery Meter, and Socrates coaching on structure

Create from Module → Lab → Flux create. Same Practice / Proper assessment and Allow Oracle pattern as Spark — Practice goes to Playground; Proper assessment goes to Workshop. Ground Socrates with studied texts (links and optional reference works), turn on Bloom's for argument depth, pick paragraph patterns (e.g. PETAL) and They Say / I Say, then set Socrates asks per essay.

Large pastes on a Flux essay get the same authenticity treatment as Spark: a student nudge, Socrates ownership questions, and a staff paste signal — without accusing cheating.

How you use it

1. Open your Module → Lab → Create Flux activity.
2. Set brief, structural expectations, task type, Oracle (including polish limits on Flux), coaching, and optional due date.
3. Assign — Practice goes to Playground; Proper assessment goes to Workshop.
4. Students set or use a target word count (often from a five-minute flat-out sample × 10), draft with Socrates expanding or truncating toward that target, and submit.
5. Review on the gradebook.

Foundry

Formative diagnostics that find skill gaps, then close them with short Echo/Spark practice and later Tempers — useful for OLNA preparation, not an official SCSA result.

What Foundry is for

Foundry helps you find what students are missing, practise those gaps with short Echo or Spark packs, then re-check with Tempers — without running another high-stakes paper every week.

Assign a diagnostic

Start with an Assay to map gaps, then use Gap gifts for short Echo/Spark practice. Assign Tempers later to re-check. Sentinel can brief you from the gap map — not an official OLNA paper.

New diagnostic

Module

2026 Semester 1

Or create a new Module...

Create

Title

Foundry diagnostic

Due date (optional)

dd/mm/yyyy

Diagnostic type

Assay
Tempter
Quench
Mook

Subject

OLNA — ENGLISH

Reading
Writing

OLNA — NUMERACY

Maths

CURRICULUM — SCIENCE (contributor)

Science

CURRICULUM — HASS (contributor)

HASS

Year band

From

9

To

9

Assembly preview - 26 Items. Assay

Or publish, which student gets a private Assay pack (answers keys are not exposed in the assignment). Learners who use a prior diagnostic receive fresh items where possible.

9th Read: Mook — Reading — Mook (4)

9th Read: Tempter — Reading — Tempter (4)

9th Read: Quench — Reading — Quench (4)

9th Read: Mook — Reading — Mook (4)

Save draft
Publish to class
Foundry home

Assign a diagnostic — Assay, Temper, Quench, or Mock; subject and year band. Publish places it in Workshop

Foundry modes:

- Assay — first full diagnostic (about 32 items, or one Writing prompt)
- Temper — later re-check. Reading/Maths: 4–12 MCQs. Writing Temper: about four gap MCQs, then one or two short application writes
- Quench — mid-term or pre-window check (8–16 items or a medium write)
- Mock — timed OLN-style rehearsal

Usual rhythm: Assay → teach → Gap pills → Echo/Spark practice → later Temper → optional Quench or Mock.

Gap-pill Echo/Spark practice shows as Nx completion — it does not flip the Foundry gap map by itself. Assay, Temper, Quench, and Mock submits update Gap vs Polish on Foundry home. Results → Class gaps lists remaining holes only.

How you use it

1. Open your Module → Lab → Assign Foundry diagnostic (Foundry sits under In Testing on the Lab shelf).
2. Choose Assay, Temper, or Quench; set subject, year band, and an optional due date, then publish — diagnostics go to Workshop.
3. Students complete the diagnostic and submit. After submit they see Gap pills for skills to strengthen.

4. Tap a Gap pill: Reading/Maths → short Echo; Writing → short Spark. Student packs and teacher class packs both go to Playground (Class practice / Your practice).
5. Optional: on Results, generate a learning video for one class gap — students see it under Foundry Learning Videos in Playground (some packs show Watch this first).
6. Review practice on Playground (Nx done) or Progress / Results; leave comments on attempts.
7. Later — not the same day as the Essay — assign a Temper on the same subject to re-check (Writing Temper = MCQs then short writes; confirm short-write scores).

A skill gap means mastery under about 60% on that skill in the diagnostic — a planning flag, not a pass/fail grade. Items are personalised by year band, subject, and prior responses. They are original formative practice for OLN preparation: not official SCSA papers and not an official Category result. Staff Socrates preview on Foundry is optional; students close gaps with Echo/Spark from Gap pills.

Key screens

Create (Assign a diagnostic) publishes an Essay, Temper, Quench, or Mock into Workshop. Students complete from Session (you can Preview first). Results shows teacher next steps, Sentinel class briefing, class Gap pills (tap to create Echo/Spark practice), and optional learning videos. Foundry home lists pathways and published diagnostics. Staff Socrates preview is a separate staff-only screen — students close gaps with Echo/Spark from Gap pills in Playground.

Mentor Group 10

Diagnostic results ⓘ
Essay · Reading · 26 items · year 10–10 · 1 submitted

Teacher next steps

1. Review class gaps, then expand a student for skill-by-skill detail.
2. Generate a Sentinel class briefing, then optional per-student insights.
3. Tap a class gap to create a short Echo or Spark practice on your Module. Optional: generate a learning video for one gap (students see it in Playground).
4. Later: publish a personalised **Temper**.

Open session (preview / sit) Foundry home

Sentinel analysis ⓘ Refresh class briefing

Class briefing MEDIUM
One learner in the class is showing a gap in their ability to decipher vocabulary from context. This skill is crucial for effective meaning-making in reading comprehension and will impact their ability to understand new texts.

- Incorporate mini-lessons on using context clues (e.g., synonyms, antonyms, definitions within sentences, examples) to determine the meaning of unknown words.
- Model the process of inferring word meaning by 'thinking aloud' when encountering new vocabulary in class texts.
- Provide opportunities for students to practise identifying and using context clues in short, engaging reading passages.
- Encourage the use of a vocabulary notebook where learners can record new words and the context in which they were found.

Socrates focus: Socrates should focus on the 'eng.read.vocab' skill for the identified learner. The programme should present passages with targeted vocabulary, prompting the learner to use surrounding text for clues before revealing definitions. Immediate feedback on their inferencing process will be key to closing this gap effectively.

Class gaps
Tap a gap to create a short class Echo or Spark practice on your Module.

Reading — vocabulary in context · 1 student

Learning video (Explainer) ⓘ Generate video
Pick a gap, then generate. Students find ready videos in Playground.

1 submitted · 0 in progress · 0 not started

> **Owen Admin**
Submitted · 77% Submitted

Teacher Results — next steps, Sentinel briefing, Gap pills for Echo/Spark, optional Generate video

My Timetable

CLASSES

By timetable

Today - Sat, 18 July

Mentor Group 10 6

Creative Lab Y12 Class 1

Music and Media Y7

MPA Y12 ATAR

Creative Lab Y11 Class 1

Media Studies 9.1

Not teaching today

Media Studies 10.1

LEARNING TOOLS

Student Lab

Playground

Join a class

ROLE LAB

Testing as Student

Student

ACCOUNT

Sign out

Help Centre

Music and Media Y7

Foundry diagnostic

Assay · 32/32 answered

Submitted · 50% correct

Reading — main idea: 8/8 On track

Conventions — punctuation: 0/8 Gap to close

Conventions — spelling: 7/8 On track

Reading — inference: 1/8 Gap to close

Socrates can use these skill gaps in mixed practise sessions. Your teacher and Sentinel see the same formative picture.

Q1 · READING — MAIN IDEA

A paragraph says: "The storm closed schools and delayed trains across the city." What is the main idea?

A. Trains are usually late

B. A storm disrupted the city

C. Schools should stay open

D. Cities need more trains

Q2 · READING — MAIN IDEA

A text describes how bees pollinate crops, then explains why fewer bees would hurt food supply. What is the main idea?

A. Bees make honey for people

B. Crops grow without insects

C. Bees matter because they help food production

D. Farmers should plant more flowers only for beauty

Q3 · READING — MAIN IDEA

"Library membership is free. Borrowers can take out books, magazines, and e-books. Late returns may attract a fine." What is this text mainly about?

A. How to write a book review

B. Using the library as a borrower

C. Why magazines cost money

D. Building a new library

Q4 · READING — MAIN IDEA

A news article opens with a bushfire warning, then lists closed roads and evacuation centres. What is the writer's main purpose?

Oracle

Student session after submit — score, then Gap pills for Echo/Spark practice

Trace

Planning and reflective journalling — entries, planning panels, and mentor agreements that build a student's thinking trail over time.

What Trace is for

Trace is for planning and reflective journalling — student artefacts over time, not a one-off quiz. It sits in the Lab family as a process and reflection tool.

Trace — planning and reflective journalling

Use Trace when you want students to plan, journal, and revisit thinking across a unit — not only to submit a finished answer. Entries become a trail you can mentor against: what they intended, what they tried, and what they learned.

- Planning panels — structure the work before they write or make
- Journal entries — reflective writing tied to the class activity
- Mentor agreements — shared expectations between teacher and student where you set them up

How you use it

1. Open your Module → Lab → Create Trace activity (Trace sits under In Testing).
2. Configure prompts, planning structure, and any mentor agreements, then publish.
3. Students open the activity from the Module Workshop (or Playground if you assigned Practice).
4. Review progress from class Trace views and the task cards — coach the thinking trail, not only the final product.

Trace pairs well with Spark or Flux: students plan and reflect in Trace, then produce the assessed response in a writing app.

Latch

Match-up and shot-listing — drag chips into rows. Built for Media Arts storyboards, and any categorise-and-match task.

What Latch is for

Latch is categorise-and-match: students drag chips from a Holding Cell into the right rows — shot types into a storyboard, labels into categories, or any “put this with that” task.

Media Studies 9.1

Mastery Meter
Final grade — 57%
First check used — next checks cost -5% each.

Footy Fever ⓘ
14 shots
Attempt 2 of 3 Best match: 57% Final grade: 57%
Next check: -5% on your final grade

Holding Cell (6 left) Collapse

SHOT #	SHOT TYPE	SUBJECT	ACTION / DESCRIPTION
1	Wide	Footy Field	The Year 7 students run around the oval playing Aussie Rules, boys against girls.
2	Drop here	Lola and JJ	Lola cheers excitedly while JJ mopes, watching the footy game.
3	Close Up	Lola	Lola exclaims, 'Look at the boys, JJ! It's pedestrian! It's clumsy! Where's the panache? Where's the rhythm?'
4	Medium	Boy	A boy tries to kick the footy but misses.
5	Drop here	Girl and Boy	Another boy tries to pick up the ball, but a girl snatches it away.
6	Close Up	JJ	JJ laments, 'It's a disaster! They aren't even running. Rob's playing like he's got lead in his boot!'
7	Close Up	Lola	Lola praises the girls, saying, 'That wasn't just a tackle... that was a Statement! They're moving with the grace of a gazelle and the ferocity of a clearance sale!'
8	Slow Mo	Girl	A girl runs, jumping every other step with the grace of a gazelle.

Oracle

Student session — Holding Cell chips into shot rows; Check My Work unlocks the Mastery Meter

In Media Arts, Latch is often a shot list: students match Wide, Close Up, Two Shot, Slow Mo, and so on to script beats (subject and action). The same pattern works for any subject where students must classify and place items correctly.

How a student session works

- Holding Cell — unused chips wait here until dragged onto a row
- Rows — shot #, shot type drop zone, subject, action / description
- Check My Work — first check free; later checks may cost a grade penalty (shown on the Mastery Meter)

- Submit final — when the match-up is ready
- Read script — open the source script or brief if you attached one

The Mastery Meter unlocks after Check My Work so students see colour-coded match quality — then they can revise chips before a final submit.

How you set it up

1. Open your Module → Lab → Create Latch activity (or generate rows with AI where available).
2. Build the chip set and rows; publish to the Module Workshop (Coming soon on the Lab shelf).
3. Students open the session, place chips, check work, and submit.
4. Review results from Workshop / Latch results views.

Jury

Live judging with private scores and a projected leaderboard — battle of the bands, film screenings, peer judging, or any scored showcase.

What Jury is for

Jury runs live performance or screening events: judges score privately, then you can publish and project a leaderboard for the audience.

Use it for Year 10 short films, battle of the bands, pitch nights, or peer critique with clear criteria. Scores stay private to each judge until you are ready to share; feedback can be collected separately from the final ranking.

Year 10 Short Films

[Judge as me](#)[Preview judge UI](#)[Judges' feedback](#)[Final judgment](#)

Scoring categories

[+](#)

Cinematography [🗑](#)

Editing [🗑](#)

Colour Grading [🗑](#)

Competitors

[+](#)

Group 1 [🗑](#)

Group 2 [🗑](#)

Group 3 [🗑](#)

Group 4 [🗑](#)

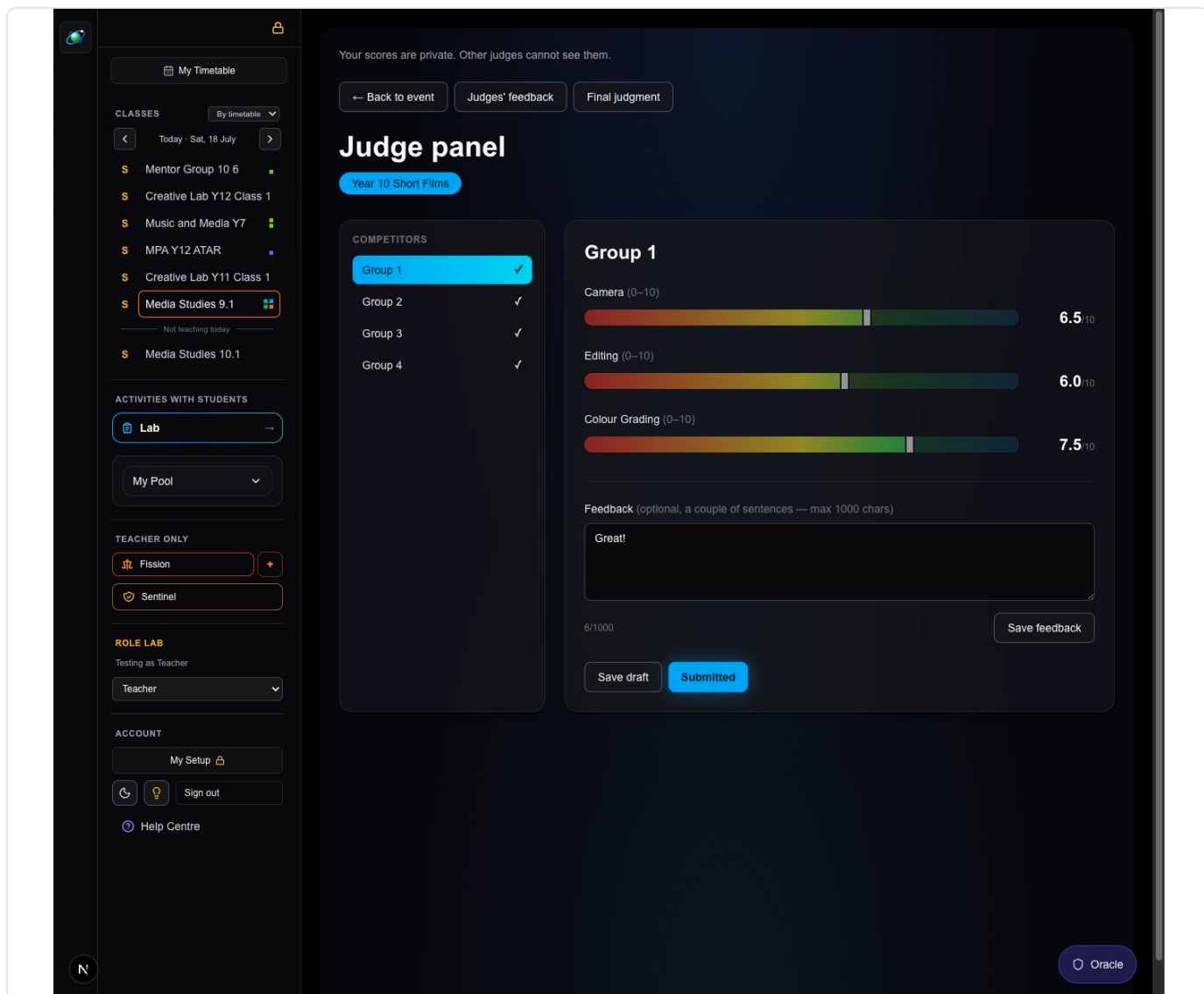
Judges [?](#)

[Add judge](#)

No judges assigned yet.

You are signed in as owen.edudev@gmail.com. Use "Judge as me" to score as a judge.

Event setup — scoring categories, competitors, and judges



Judge panel — private scores, criteria sliders, optional feedback

Teacher, judges, and audience

Role	What they do
Teacher / host	Create the event, set categories and competitors, add judges, run the session, open Judges' feedback and Final judgment, project the live board
Judge	Open the judge panel, score each competitor on your criteria (sliders), optionally leave short feedback, submit — other judges cannot see your scores
Audience	Watch the projected leaderboard when you publish results for the room

Use Judge as me to score yourself as a judge, or Preview judge UI to see the student/guest judge experience before the event.

How you run an event

1. Open your Module → Lab → Create Jury activity; name the event.
2. Add scoring categories (e.g. Cinematography, Editing, Colour grading) and competitors (groups or acts).
3. Add judges by email, or use Judge as me for a quick staff score.
4. During the event: judges score privately; you monitor the session.

5. Open Judges' feedback and Final judgment; project the leaderboard when ready.

Jury also closes the Arcade term loop: after students build games, the class can judge the best versions in Jury, then publish the winner into Playground for ongoing play.

Arcade

A fun way to practise the human–AI–human cycle — creative and critical thinking through build, judge, play, and improve.

What Arcade is for

Arcade helps students practise creative and critical thinking in the human–AI–human cycle — analyse, evaluate, decide, then go again. Fun on the surface; deep process underneath. That cycle is part of Isotopic’s philosophy as a whole.

Create Species — prompt budget, parity benchmark, and sample loop preview

Students study a sample loop, work with Arcadian (the Arcade AI), decide what to keep or change, and publish games for class play. Each pass through the loop is analysis → evaluation → decision → try again.

A great term pattern

Teachers can set an Arcade challenge at the start of term. The class judges the best versions with Jury. The winner is published into Playground so the class can play it from time to time for the rest of the term. Top ten scores are recorded, and a prize can be given at the end of term.

Start of term: set Arcade challenge

- Students build (human–AI–human loop)
- Jury: class judges the best version
- Winner published in Playground for ongoing play
- Top ten scores recorded → end-of-term prize

1. Open your Module → Lab → Choose Arcade activity and set the term challenge.
2. Students build and iterate with Arcadian.
3. Run Jury to judge the strongest versions.
4. Publish the winning game into Playground for the class to play across the term.
5. Track top scores; celebrate with an end-of-term prize.

Fission

A huge time-saver for moderation — rank, stretch, and lock grades with professional judgment. Under Teacher only; not a Lab create app.

What Fission is for

Fission is a huge time-saver for moderation. You keep relative order and professional judgment, while the continuum and stretch tools turn a stack of scripts into a defensible ranked set far faster than re-marking by hand.

The screenshot displays the Fission moderation tool interface. On the left sidebar, the 'CLASSES' section shows 'Media Studies 9.1' selected. Below it, the 'ACTIVITIES WITH STUDENTS' section shows 'Lab' selected. The 'TEACHER ONLY' section shows 'Fission' selected. The 'ROLE LAB' section shows 'Testing as Teacher' and 'Teacher' selected. The 'ACCOUNT' section shows 'My Setup' and 'Sign out' options.

The main area is titled 'Written Response 1' and shows a task description: 'One page essay on the Hero's Journey using Here Comes the Boom as the film reference.' Below the task description are buttons for 'Equal Distribution', 'Reset', and 'Fine Grain'.

The 'SCORE CONTINUUM (50-85)' section shows a horizontal bar with color-coded grade bands: C (yellow), B (green), and A (blue). Students are placed along the continuum as colored dots with their initials. The 'STRETCH CONTROLLER' section shows a horizontal bar with a slider and a 'Bounds: 52.5 - 80.7 (11 ranked)' label. Below the slider is a note: 'Click the bar to add an interior knot (max 5). Double-click a knot to remove it.' The 'STUDENT RANKINGS (11 ranked)' section shows a table of student rankings with columns for 'Abo', 'Abo', 'Ess', and 'Score'. The table is locked and shows the following data:

Rank	Student	Abo	Abo	Ess	Score
1	AN	81	81	81	80.7
2	EH	79	79	79	79.2
3	CW	77	77	77	76.9
4	RT	75	75	75	75.1
5	AK	72	72	72	72.2
6	IC	71	71	71	70.8
7	BM	70	70	70	69.6
8	NK	65	65	65	65.1
9	LR	63	63	63	62.6
10	MA	58	58	58	55.4
11	HR	52	52	52	52.5

Fission — score continuum, stretch controller, and student rankings

Open Fission from Teacher only in the sidebar. You work a task (for example a written response) on a score continuum: place students relatively, then use the stretch controller to set bounds and knots so letter grades and finals reflect your standards. Rankings update as you adjust — without starting again from a blank spreadsheet.

- Score continuum — visual placement of students across grade bands (e.g. C / B / A)
- Stretch controller — click to add interior knots; double-click to remove; set bounds for the ranked set
- Student rankings — combined or aspect scores, letter grade, final score; lock when ready

- Equal distribution / Fine grain / Reset — tools to reshape the spread without losing relative order
- Edit grade descriptors — align band language with your assessment

Why moderation is faster

Traditional moderation often means re-reading, re-totaling, and arguing about cut-offs late at night. Fission keeps the hard part — your sense of who is stronger than whom — and automates the tedious part: mapping that order onto marks, bands, and finals as you stretch or fine-grain the scale.

Equal distribution and fine grain let you explore fair spreads without losing relative rank. Reset and lock give you a clean path from draft judgment to a settled result you can stand behind with colleagues or parents.

Judgment stays yours. Fission saves the hours spent recalculating and reshuffling so moderation meetings can focus on standards, not arithmetic.

Vs Lab and Sentinel

Tool	Job
Lab	Create student learning activities
Fission	Mark and moderate student work with continuum judgment — fast
Sentinel	Learning support, pastoral care, behaviour, and accommodation records (staff documentation)

Spark and Flux gradebooks hold task scores and coaching history. Fission is where you moderate and stretch a cohort's ranked results into defensible finals.

How you use it

1. Teacher only → Fission (or open a Fission task from the class).
2. Select the assessment / response set you are moderating.
3. Order students on the continuum; adjust stretch knots and bounds.
4. Review rankings and letter grades; edit descriptors if needed.
5. Lock when the set is ready for reporting.

Sentinel

Capture learning support, pastoral care, and accommodations in the moment — for a better classroom experience, compliant records, and audit-ready oversight for Sentinel Administrators.

What Sentinel is for

Sentinel is where teachers capture what they are doing for students in the moment — learning support, accommodations, pastoral care, and behaviour — so the record is authentic, not rebuilt from memory later.

CREATE NEW STUDENT RECORD

+ concern + temp + log win

AM UNIFORM ☐ EXIT PASS ☒ ! ~ ★

LEARNING SUPPORT COLLAPSE

BRIEF
AM is a hard-working and respectful student who requires extra support in English and maths, particularly with reading, spelling, and number skills. She benefits from small group instruction, hands-on activities, and additional processing time. AM has declined some accommodations, but accepts extra working time during timed assessments.

STRATEGIES
- Provide additional time to complete work tasks in class where appropriate - Use hands-on and multi-sensory approaches to support learning - Offer small group support to consolidate concepts - Allow use of word processing for planning and drafting extended responses - Provide extra working time during timed assessments

Consult 2 **OPEN**
Last saved: Learning support provided to AM through strategic group allocation for a planning activity.

CKS UNIFORM ☒ EXIT PASS ☐ ! ~ ★

LEARNING SUPPORT COLLAPSE

BRIEF
CKS is a caring and friendly student who enjoys Art, Science, and English, but finds French and Maths challenging. She requires a gentle teaching approach, written instructions, and frequent prompts to stay on task. CKS can be overwhelmed by loud noises and strong smells, and may need breaks to regulate her sensory experience.

STRATEGIES
- Provide written instructions to supplement verbal instructions, - Offer frequent prompts to stay on task and maintain focus, - Allow CKS to use a fidget toy or notepad for drawing to help refocus, - Provide a predictable classroom routine and a respectful, calm environment, - Seat CKS near a door or window to allow for easy access to breaks, - Encourage CKS to self-advocate when feeling overwhelmed or struggling to understand instructions

Consult **OPEN**

DQ UNIFORM ☐ EXIT PASS ☐ ! ~ ★

LEARNING SUPPORT EXPAND
DQ is a sociable student who enjoys hands-on activities and sports, and has been identi...

ED UNIFORM ☐ EXIT PASS ☒ ! ~ ★

LEARNING SUPPORT EXPAND
ED is a hard-working and respectful student who strives to give his best in all tasks, ...

LHS UNIFORM ☐ EXIT PASS ☐ ! ~ ★

LEARNING SUPPORT EXPAND
LHS is a thoughtful and quiet student who can get distracted, but refocuses with gentle...

MN UNIFORM ☐ EXIT PASS ☒ ! ~ ★

LEARNING SUPPORT EXPAND
MN is a friendly and creative student who requires support due to repetitive motor tics...

Class board — standing Learning support briefs/strategies, Uniform / Exit pass, Consult on each card

The whole Sentinel process is designed to make the student–teacher experience more authentic and meaningful. Teachers see the right brief and strategies on the day; students get consistent care. When you log an accommodation as you deliver it, that log is tied to what the student is entitled to — not a Sunday-night reconstruction of what you think you might have done.

Open Sentinel from Teacher only in the sidebar, or tap the S chip on a class (bright when that class has accommodations). Sentinel opens in its own app with your class selected. Students never see Sentinel notes. Paraphrased briefs can inform other Isotopic tools behind the scenes where that is designed in.

CLASS BRIEFING

Collapse

Today's lesson

e.g. Year 10 Media — group discussion on representation, then a short written reflection...

Saved

Recommend for class

Required accommodations

1 accommodated · 6 none yet

AM	6 req.
Total	2
Mine	2
CKS	6 req.
Total	0
Mine	0
DQ	4 req.
Total	0
Mine	0
ED	5 req.
Total	0
Mine	0
LHS	4 req.
Total	0
Mine	0
MN	4 req.
Total	0
Mine	0
SS	6 req.
Total	0
Mine	0

Uniform

CKS	Phys Ed	Clear
EK	Phys Ed	Clear
KJ	Parent informed	Clear

Add student...
Add

Daily Report — none Show

Provisional Enrolment — none Show

Class briefing — Today's lesson → Recommend for class; track required accommodations and Uniform on the day

Why immediacy matters

Instant record-keeping saves teachers a great deal of work — and that is a direct money saver for the school. You log brief and strategies when you use them, not in a panic before an audit. That makes the record legitimate: it reflects real practice on real days.

It also keeps good practice moving between teachers. If you have a win with a challenging student and you log it, the next teacher of that student sees it immediately — and can use the same strategy instead of starting from scratch.

Funding for special accommodations is substantial and audited regularly (often every other year). When evidence is captured as you teach, the chase for paper trails and teacher recollections largely disappears. Sentinel Administrators can then see compliance at a glance when audit preparation begins (see below).

Good for teachers and students: clearer strategies, better relationships, authentic engagement — and wins that travel with the student across the timetable. Good for the school: less time lost to compliance admin — a huge time-saver that adds up across staff and years.

Sentinel Administrators

Sentinel Administrators are the leaders and office staff who oversee funded accommodations and audit readiness — Heads of Wellbeing, Deans, learning support coordinators, and similar roles. They use Sentinel Admin in the Suite (or the Sentinel app) while classroom teachers continue with day-to-day Sentinel on each class.

Monitor is the at-a-glance view: year-group heat maps show which funded accommodations are on track, under-delivered, or period-ended. Search by student or teacher, open a cell for detail, and see how many times each accommodation was logged in the period — evidence tied to the requirement, not a separate spreadsheet you have to reconcile.

That is the audit-preparation win. Instead of untold hours chasing teachers and stitching together folders, Administrators can see where the school stands before the auditors arrive. Records logged in Sentinel are already structured against plan lines and delivery evidence — ready to export and present in the way auditors expect.

- Monitor — year heat map, standing status (on track / under / period ended), and drill-down evidence
- Setup — add or edit funded accommodation plan lines when needed (TASS sync is the long-term source for volume)
- Search — find a student or teacher quickly during a compliance check
- Teacher logs in class — every authentic delivery in Sentinel feeds what Administrators see in Monitor

Sentinel connects the classroom to compliance: teachers log in the moment for students; Administrators see the picture for the school. Less chasing, fewer gaps, faster audits — time saved is money saved.

What you record

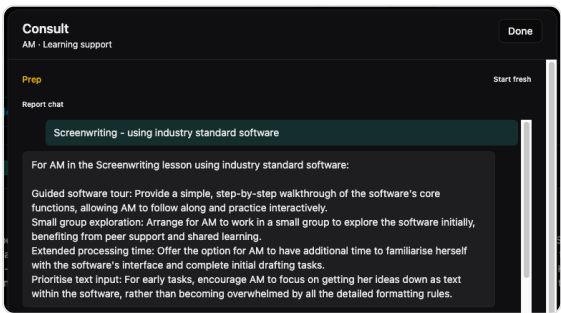
On the class board you create and update student records from the toolbar. Each card has a brief (what matters) and strategies (what to do).

Action	Use it for
+ add info	Standing profile — Learning support, Accommodations, or Behaviour that stay relevant over time
+ concern	Concern — Academic, Behavioural, or Uniform — something staff need to notice and follow up
+ temp	Short-lived update — Pastoral, Accommodations, or Behaviour with an expiry (e.g. a bereavement this week)
+ log win	What worked — a strategy win other teachers of that student can see straight away and use in their next lesson

Log wins are especially powerful for challenging students: one successful approach in Period 2 can be on the next teacher’s board by Period 3. You can later fold a proven win into the standing profile so it stays available over time.

You can paste a support plan or staff note and Summarise with AI into Brief / Strategies. Choose who can see each note (personal, other teachers, or school leaders such as Head of Wellbeing / Dean of Year / Head of Academia).

- Consult — peer-coach chat before or after class; save personal class notes or an accommodation audit log of what you delivered
- Day and class picker — work the tactical list for today’s classes; temps fall off when they expire
- Import plan → Summarise — turn long documents into classroom-ready brief and strategies



Consult — Prep strategies for this lesson, then Fill from Prep when you log accommodations

The screenshot shows a dark-themed interface titled 'Accommodations'. At the top left is a 'Fill from Prep' button with a magnifying glass icon. Below it is a text box containing a sample accommodation: 'Gave them supplementary extra guidance on how the software works - it's like word processor specifically designed for screenwriting. AM worked in a small group and their specific role was to do the actual writing - I wanted to give her a role she would be good at and make her 'important' in the context of the group.' Below the text box is a vertical scrollbar. Underneath the text box are two checkboxes. The first is checked and labeled 'Allow use of word processing for planning and drafting', with a note below it: 'Period 1/5 - Suggested (high): The teacher explicitly mentioned using 'software ... like word processor' for the student's writing role.' Below this is a 'DETAILS' section with a smaller version of the sample text. The second checkbox is unchecked and labeled 'Provide additional time', with a note below it: 'Period 0/0 - Tick if delivered today'. At the bottom, it says 'Matched 2 items — edit details if needed, then log.' and a 'Log 2 selected' button.

Accommodations — Fill from Prep, tick what you delivered, edit details, then Log selected

How you use it day to day

1. Open Sentinel for the class you are about to teach (sidebar or S chip).
2. Scan standing profiles and any temps or concerns for today. Use Class briefing for today's lesson and required accommodations.
3. Teach with the strategies on the cards. Use Consult if you need a quick peer coach.
4. Log wins, temps, or accommodations as they happen. If Consult already drafted strategies, use Fill from Prep — do not leave it until later.

Indi families

Parents and Learners share one Module. Either of you can create practice in Lab. Assigned packs and private packs both appear in Playground.

What Indi is

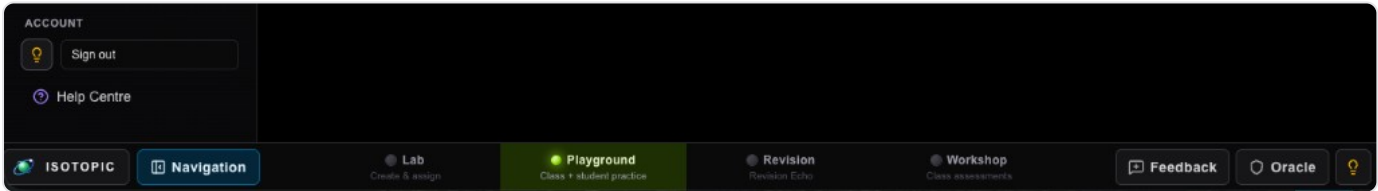
Indi is the family package. Work lives in Modules (topic shelves), not a school timetable. Indi Parents and Indi Learners both use Lab and Playground. Learners often create their own Echo, Spark, or Flux practice — they do not only complete packs a parent assigned.

Who	What you do
Indi Parent	Create Modules, assign practice, review Assigned practice, optionally try Foundry or Trace (In Testing)
Indi Learner	Complete assigned packs, and create your own practice from Lab (those packs appear under Your practice)

Indi does not include Fission, Sentinel, or school Timetable. Arcade, Jury, and Latch stay under Coming soon. Foundry and Trace are under In Testing — acknowledge once, then use them.

Shared Module shelf

Start with a Module — for example a term topic or a subject week. The footer tabs match schools: Lab → Playground → Revision → Workshop. Practice from Lab goes to Playground. Proper assessment goes to Workshop.



Module footer — create in Lab, practise in Playground, assessments in Workshop

ISOTOPIC

Media Studies 9

Creating for Module: 2026 Semester 1 · Back to 2026 Semester 1

Lab
Create for "2026 Semester 1". Practice lands in that Module's Playground; Proper assessment lands in Workshop.

Echo
Short daily revision — generate a quick multiple-choice pack from today's lesson, spot gaps, brief upskill.
Assign Echo pack →

Spark
Short-answer tasks with Socrates, who guides students to their own conclusions.
Create Spark activity →

Flux
Long-form writing with contextual AI feedback on structure and academic argument.
Create Flux activity →

→ In Testing

Foundry
Formative diagnostics and skill pathways — find gaps, close gaps with Socrates, build strength in English, Maths, Science, and HASS.
Assign Foundry diagnostic →

Trace
Structured reflective learning with planning panels, journal entries, and mentor agreements.
Create Trace activity →

→ Coming soon

Arcade
Game-building challenges — students study a sample loop, prompt Arcadian, and publish games for class play.
COMING SOON

Jury
Judge live, score privately, and project a live leaderboard — battle of the bands, film screenings, or peer judging.
COMING SOON

Latch
Match-up activities — drag chips into rows. Shot listing for Media Arts, or any categorise-and-match task.
COMING SOON

CLASSES
Today - Sun, 9 Aug
Mentor Group 10
Creative Lab Y10
MPA Y12 ATAR
Creative Lab Y12
Media Studies 10
Media Studies 9
Media Y7

TEACHER ONLY
Fission
Sentinel

ROLE LAB
Teacher

ACCOUNT
My Pool
Timetable
Setup
Sign out
Help Centre

Lab — Creating for Module. Echo, Spark, and Flux first; Foundry and Trace under In Testing

If you are an Indi Parent

1. Open your household class and create or open a Module.
2. In the Module footer, open Lab. Choose Echo, Spark, or Flux (or Foundry under In Testing).
3. Choose Practice (usual at home) or Proper assessment. Tick Allow Oracle if the learner may use Oracle during the task.
4. Assign the pack. You see it under Playground → Assigned practice. The learner sees it under From your parent.
5. Open Playground to check Done / Not started, open Results, or Remove a pack (it stays recoverable for a short time).

[← Back](#)

Energy

Update My Pool (+1)

Playground

ASSIGNED PRACTICE

Echo · T3WQ4-Practical-Insulators	Not started	Review	Remove
Echo · Module revision · Energy week 3	Done · 3 days ago	Results	Remove
Echo · T3W3L1&2 Heat Convection	Done · 5 days ago	Results	Remove
Echo · T3W2L2-Heat Transfer (Transfer of Kinetic Energy)	Done · 6 days ago	Results	Remove
Echo · T3W2P1-Newton's Cradle Principles	Done · 12 days ago	Results	Remove
Echo · T3W1P3 Types of Kinetic Energy and Particles	Done · 22 July	Results	Remove
Echo · T3W1P2 Transfer of Kinetic Energy	Done · 21 July	Results	Remove
Echo · T3W1P1 What is Energy?	Done · 20 July	Results	Remove

LEARNER PRIVATE PRACTICE

●●● Melody Beck

2 packs · today

Your view — Assigned practice you published, and Learner private practice the learner created

Success looks like this: the learner opens From your parent and works independently, and Learner private practice shows packs they built themselves in Lab.

If you are an Indi Learner

You can complete packs a parent assigned — or open Lab yourself and create practice for the Module you are in. Many households expect Learners to build their own Echo, Spark, or Flux when they know what to revise.

1. Open the Module, then Lab (same create tools your parent uses).
2. Create an Echo, Spark, or Flux pack. Save it as Practice / private practice so it stays yours.
3. Open it from Playground → Your practice. Packs someone assigned to you appear under From your parent.
4. In Echo, a wrong answer may offer a short upskill and one Socrates retry, then you move on.
5. Optional: Module Revision builds one recap Echo from tasks already on the Module.

[← Back](#)

Energy

Playground

FROM YOUR PARENT

T3WQ4-Practical-Insulators ECHO

Open → Delete

Module revision · Energy week 3 ECHO

Open → Delete

T3W3L1&2 Heat Convection ECHO

Open → Delete

T3W2L2-Heat Transfer (Transfer of Kinetic Energy) ECHO

Open → Delete

T3W2P1-Newton's Cradle Principles ECHO

Open → Delete

T3W1P3 Types of Kinetic Energy and Particles ECHO

Open → Delete

T3W1P2 Transfer of Kinetic Energy ECHO

Open → Delete

T3W1P1 What Is Energy? ECHO

Open → Delete

YOUR PRACTICE

science practice FLUX

Open → Delete

Science practice SPARK

Open → Delete

Your Playground — From your parent (assigned packs) and Your practice (packs you created)

Media Studies 9

Assign an Echo pack

Short pack class revision. Assigning publishes it into a Module's Workroom for the whole class.

Title

ECHO — today's revision

Module

2026 Semester 1

Or create a new Module...

Create

What did you learn today / this week?

e.g. Photosynthesis — inputs, outputs, and where it happens in the leaf

Essential material (must cover)

e.g. conduction vs convection vs radiation: particles gain kinetic energy when heated

Links (optional)

One URL per line

Paste notes or document text (optional)

Paste class notes, a slide summary or excerpt from an uploaded doc

Upload files for AI summary (optional)

Upload & summarise

Authority

SCQA (VWA)

Systema subject (optional)

— None —

Year level (optional)

9, 10, 11

Question count (4–12)

8

Task type

☒ Proper assessment
☐ Practice
☐ Allow Oracle during this task

Due date (optional)

dd/mm/yyyy

Learning video (Explanations)

One top teacher's short learning video. Use Download video if the player video breaks on iPad.

Generate video

Generate questions

Back to Lab

Create from Lab — describe the lesson focus, choose Practice, then Generate questions

Y8 Science

[Back to Playground](#)

T3W3L1&2 Heat Convection

Melody Beck · submitted 3 Aug 2026 · Not completed yet

1. What is the primary mechanism of heat transfer through a fluid due to the physical motion of its molecules?

Answer: Convection (correct)

2. In which state(s) of matter does convective heat transfer typically occur?

Answer: Liquids and gases (fluids) (correct)

3. What drives natural convection?

Answer: Buoyancy and gravity (correct)

4. How does forced convection differ from natural convection?

Answer: It uses external tools like pumps or fans. (correct)

5. Convective heat transfer is described as a combination of which two processes?

Answer: Thermal conduction and advection (correct)

6. When a pot of water is heated on a stove, the warmer water at the bottom rises, and cooler water from the top sinks to take its place. This process is an example of:

Answer: Convection (correct)

7. Which law provides a practical approximation for calculating the rate of heat loss from an object to its surroundings?

Answer: Newton's Law of Cooling (correct)

8. What characteristic of a surface can influence the flow patterns and heat transfer efficiency in convection?

First answer: Its mass (incorrect)

After Socrates: Its texture (correct after Socrates)

9. In natural convection, what happens to warmer, less dense fluid particles?

Answer: They rise upwards. (correct)

10. What does 'advection' refer to in the context of convective heat transfer?

Answer: The bulk movement of a liquid or gas. (correct)

After you finish — review answers. On a miss, Socrates can coach one retry

Oracle and Socrates at home

- Oracle is in the Module footer. Parents can turn it on or off for the class; each task can allow or lock Oracle.
- Socrates is the coach inside Spark, Flux, and short Echo retries — separate from Oracle.
- Fission and Sentinel are not part of Indi. Keep school pastoral or moderation notes elsewhere if you need them.

For more detail, open the Modules, Lab, Playground, Echo, Spark, Flux, and Foundry guides. Same Suite — Indi just uses family labels.