



Beerwah State High School

2024

JUNIOR CURRICULUM HANDBOOK

We base our curriculum on the fundamental belief that:
Quality learning will contribute to students leading morally
responsible and productive lives.



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JUNIOR SECONDARY PHASE OF LEARNING - PHILOSOPHY

"The lower secondary years of schooling coincide with a time of significant physical, emotional, social and cognitive changes in young people's lives. Research shows that a separate phase of schooling to cater for the challenges and possibilities associated with adolescence is justified. There is also a substantial body of evidence to show the importance of this phase of schooling, its particular characteristics, and the qualities needed to ensure improved student performance during these years".

Australian Council of Educational Research, 2012

Given this, we can make three observations about the Junior Secondary phase of learning:

1. Teaching strategies, learning experiences and curriculum offerings need to reflect the developmental stages of young people.
2. Junior secondary schooling is based around a broad and general education with a central core of English, Maths, Science and Humanities;
3. The junior secondary curriculum has a distinct focus on literacy and numeracy.

At Beerwah State High School, our junior secondary phase of learning has been designed to meet several key goals; first that students can transition from primary to high school successfully, that they are engaged with the wider school community, and through a varied and well-designed curriculum they engage with their learning and prepare themselves for the senior phase of learning. We aim to lay the foundations that engage young people in life-long education and training and to enrich their lives through equipping students with the skills and attitudes they need.

A. QUALITY TEACHING

The junior secondary school is designed to respond to the needs of the young adolescent. Every element including the curriculum, teacher learning and development and leadership is designed to respond to these needs.

Students in the junior secondary years of schooling are aged from 11 to 15 years. This period of adolescence is one of intense growth and change in the lives of young people and the school must consider many developmental factors when planning for their learning. The social development of early adolescents in the junior secondary years of schooling is a key to self-esteem and engagement in learning. Good relationships are very important. Our teachers develop a thorough knowledge of the changes and challenges facing young adolescents and because they spend a lot of time working together, have the opportunity to foster good relationships.

TEACHING FOCUS

Teachers at Beerwah State High School work to foster and encourage:

- creative thinking
- problem solving skills
- critical thinking and
- the ability to find new solutions to problems.

Job growth in the area of knowledge construction will increase and these thinking skills are critical to employment in the future. Likewise, the advancement of the STEM (Science, Technology Engineering and Maths) is seeing learning for the future taking place at Beerwah State High.

Beerwah State High School is dedicated to creating a learning environment that supports and directs students to achieve their potential and value success. The junior secondary phase of learning at our school is built around four central themes:

- Successful transition from primary school to high school
- Engagement with learning and the school community
- Quality performance, and
- Achievement in assessment.

TRANSITION FROM PRIMARY SCHOOL

Transition into secondary school can be a challenging and exciting time for students beginning Year 7. Our transition program begins in Year 6 and continues past enrolment in high school. Students are placed into classes and learning environments where they can be supported and extended by differentiated learning, for each student to find their measure of success. Close ties between our feeder primary schools and Beerwah State High enable the sharing of data, resources and expertise. Alignment of curriculum and adoption of The Australian Curriculum across all coalition schools makes the learning transition seamless.

STUDENT ACHIEVEMENT AND QUALITY OUTCOMES

The curriculum is rigorous and relevant while being tailored to meet student needs, with a goal of progressing and improving their learning outcomes.

We endeavour to cater for the diverse range of student needs by offering a range of programs designed to address their needs, for example:

- Modified learning programs for students needing a more supportive learning environment
- Targeted literacy and numeracy support for identified students (e.g., Literacy Enrichment Class, FlexiSpace)
- Extension of high achieving students to reach their fullest potential (e.g., Pinnacle, Extension and Excellence programs)

HOMEWORK

Homework provides students with the opportunity to **consolidate** their classroom learning, pattern behaviour for lifelong learning beyond the classroom, and **involve parents and carers** in the learning experiences of their child. Setting homework takes into consideration the need for students to maintain a balanced lifestyle. This includes sufficient time for family, recreation, cultural events and employment where appropriate.

Each student will be assigned homework in each subject on a regular basis. Homework consists of a variety of activities including preparation for practical lessons, assignments, revision of class work, reading text and reference material, revision for examinations, and tasks set in preparation for the next lesson. The amount of homework will vary according to the age and learning needs of the student.

Suggested Time Allocations for Homework in junior secondary (per day):

- 1 hour (approximately 15 minutes per subject that day)

Benefits of Homework:

- Develops thinking, concentration, time management and research skills
- Builds self-discipline, personal responsibility and independent action
- Parents/carers have opportunities to work with children on assignments and class work
- Provides parents/carers with insights into the school's programs of instruction
- Reinforces and extends class work.

ASSESSMENT

A variety of different assessment instruments is used. In some subjects, students may be required to complete assignments as well as sit for tests. The most important reason for assessment is for students to check their understanding and learn from their mistakes. Some assessment is also used to decide the level of achievement the student will be awarded for a subject.

Students may also be required to participate in diagnostic tests from time to time in order for the school to gather important data about capabilities and learning outcomes. This may happen on a national scale (NAPLAN) or may be class or individually based. All data from these tests are available to parents and carers of the students and will be used to best inform teaching practice and differentiation in classes.

REPORTS

A progress report is issued to students three times each year. Parents are welcome to contact the school at any time to investigate the progress of their student. Parents can discuss the progress of their child at two Parent Teacher Interviews throughout the year.

B. SUPPORTIVE ENVIRONMENT

LEARNING SUPPORT - STUDENTS EXPERIENCING LEARNING DIFFICULTIES

Beerwah State High School facilitates the provision of equitable education for children with learning difficulties (LD). Learning Support staff conference with parents, teachers and administration to:

- identify students not formally appraised in primary school
- decide the type and level of adjustment to be given
- assist in developing an environment via modelling and collaboratively planning of programs and units,
- communicate vital information
- liaise with other schools to develop a support network
- provide tutoring and conduct interviews with the Year 7 student intake to develop Personalised Learning Plans (PLPs) for each student experiencing difficulties in their learning.

LEARNING SUPPORT – PINNACLE (EXTENSION) STUDENTS

Beerwah State High School is committed to an education program that recognises individual student differences. Embodied in this commitment is a responsibility to gifted students to help them maximise their potential. We have created the "Pinnacle" class program to support these high achieving students who can nominate or apply for this program.

To support these students, support staff conference with parents, teachers and administration to:

- provide, whilst still in primary school, opportunity for these identified students to work at the high school in programs designed for their extension in specialist areas
- work with Curriculum Heads of Department to assist in developing a differentiated curriculum to meet students' needs
- provide extra-curricular opportunities to enhance learning taking place in the classroom or to pursue areas of interest to the students
- provide guidance on the student's transition into the senior school taking into consideration their needs around gifted and talented education.

Beerwah State High School is committed to providing students with a learning framework that supports high quality teaching and learning practices and encourages students to engage and be successful.

SPECIAL EDUCATION SERVICES – SUPPORTING STUDENTS WITH DISABILITIES AND DIVERSE LEARNING NEEDS

Beerwah State High School is committed to maximising outcomes for students with disability by engaging them in learning and developing their skills to prepare for their future. Our inclusive philosophy ensures that students from all backgrounds, of all identities and all abilities are able to access, participate in education, and achieve.

We believe that:

- students have the right to attend their local state school or education centre and be welcomed
- students have the right to access and participate in high quality education and fully engage in the curriculum along-side their similar aged peers
- students have the right to learn in a safe and supportive environment, free from bullying, discrimination or harassment
- students have the ability to achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

The **Education Services Department** at Beerwah State High School partners with parents, students and key stakeholders to maximise the educational outcomes for students with disabilities and other diverse learning needs.

Our team includes:

- The Head of Special Education Services
- Special Education Teachers
- Special Education Teacher Aides
- Administrative Assistant
- EQ Speech Language Pathologist
- EQ Occupational Physiotherapists
- Advisory Visiting Teachers: Vision Impairment, Hearing Impairment, Physical Impairment and Inclusive Education
- External agencies and medication specialists are consulted as required
- Disability employment agencies.

POSITIVE BEHAVIOUR FOR LEARNING (PBL)

Beerwah SHS is a proud Positive Behaviour for Learning (PBL) school. We recognise it is important that all students are taught what is expected of them and have opportunities to practise expected behaviours. Having clear expectations for behaviour allows us to provide consistency in what we teach and how we acknowledge and correct student behaviours.



Our school-wide behaviour expectations are Respect, Responsibility and Safety. Our students are explicitly taught the expectations in allocated class time, when and where they should be used and what each expectation looks like and sounds like. We have involved our whole school in demonstrating what these behaviours look like with our student created videos that model and demonstrate these behaviours.

Providing students with positive reinforcement for expected behaviours is one of the quickest and easiest ways to improve classroom behaviour and develop a positive classroom environment. Everyone needs positive feedback to learn and maintain a behaviour or skill. Behaviour is reinforced when we are provided with something we value following a desired behaviour. This may be verbal praise, non-verbal acknowledgement, earning of tokens, provision of tangible rewards, or opportunities to perform a task or participate in an activity.

The aim of whole school reinforcement is to establish a system which helps staff to recognise students for effort and achievement. All students can receive whole school reinforcers and are never excluded from whole of school celebrations or events organised as part of the whole school reinforcement system.

- Students can earn points towards a privilege or preferred activity (E.g., Gold Card)
- Choice of a public award (such as a certificate on parade) or private celebration (such as morning tea)
- Participation in student and teacher challenges
- Positive postcard or phone call home
- Reward excursions to amusement parks

REBOOT



5 Faces Self-Regulation

Where are you at?



1. Upset, Angry, depressed



2. Negative, frustrated, confused, sad



3. OK, fine, alright, average

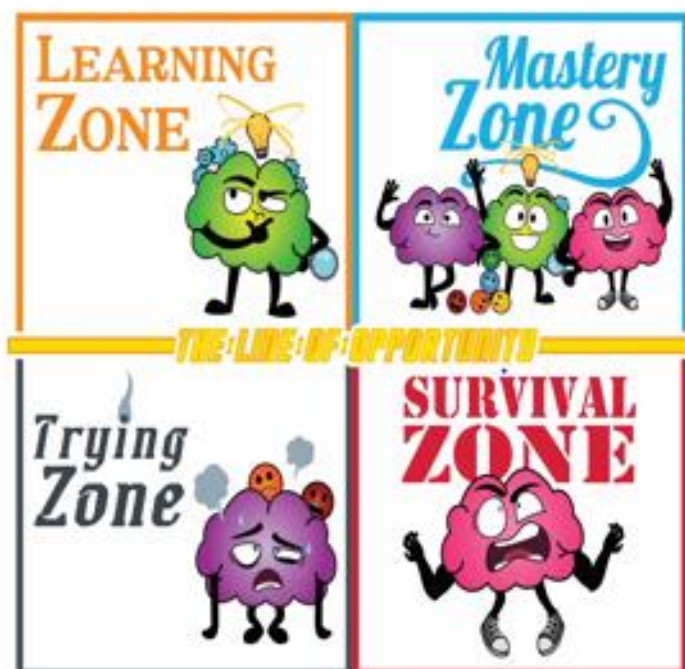


4. Comfortable, positive, pleased



5. Excited, happy, pumped

Reboot provides staff and students with a **common set of expectations** and **proven tools** to ensure a calm, happy and productive school. Using **Whole Brain Teaching & Learning**, we help you to **proactively** and **strategically create cultural** and **behavioural change** in response to challenging behaviours and students' disengagement from learning. Our neuro-science based **training, curriculum** and **strategies** integrate social and emotional wellness into the fabric of daily school life to **engage the most challenging students**, and build life skills for **all students to thrive**. With Reboot insight and strategies, you can **improve students' willingness** and **capacity to engage and learn** thereby fostering a **culture of positive learning engagement** through use of the Grow Well tools that **build positive life skills, learning and life resilience** and **intrinsic motivation**. Grow Well **addresses the negative sense of self and hopelessness** and **develops problem solving skills**. Reboot's positive life skills encourage emotional thriving for both students and staff.



C. STUDENT WELLBEING

The Student Wellbeing Team at Beerwah State High School supports our students to achieve success and enjoy positive wellbeing as they transition through their high school stage of learning. Our wellbeing framework supports our school vision statement of; Together we learn, Individually we grow, Success for All.

Our focus is on:

- Creating safe, supportive and inclusive environments
- Developing people who are confident, and feel supported to achieve their goals
- Implementing strategies and communication that support the whole person; mind, body, spirit, emotions and social skills
- Developing strong systems for early intervention with intensive, targeted and universal support strategies

Specialist pastoral support within the school exists in the form of:

- Guidance Officer
- School Nurse
- Student Wellbeing Psychologist
- Youth Support Co-Ordinator
- Community Education Counsellor
- Chaplain
- Industry Liaison Officer
- Behaviour Support Consultants
- Student Engagement Head of Department
- Heads of Year levels

Provision:

Students may refer themselves for assistance, or a referral may be made by a teacher or a parent. Individual support usually includes listening to and understanding issues raised by the student, providing mediation (if required), facilitating problem solving and goal setting, behaviour management activities and strategies, monitoring and follow up. As well as this, personal counseling and career counseling is also available. Students may also be involved in group programs. These programs aim to assist students to build their confidence and self-esteem, develop their skills in leadership and be able to work cooperatively with peers and school staff.

As part of our school community, your family and child are very important to us and we hope that your child will find this school to be a safe and supportive place of happy experiences and good relationships.

D. BYOD MINIMUM SPECIFICATIONS ADVICE

Please read the following information carefully and take this document with you when purchasing a new laptop for use at Beerwah State High School

Beerwah State High School requires that all laptops used by students meet the minimum requirements detailed below to ensure suitability for schoolwork and school network connectivity.

In order to connect your student's device to our network and install necessary software they must have administrator access on the device.

Devices Not Accepted at School

- **Google ChromeBooks and all other Linux devices are not supported**
- **Android devices** are not compatible with our system
- **Windows 10 S** is not compatible with our system
- **iPad minis** are not supported
- **iPads**, while officially supported, are not recommended

2023 – BYOD Specifications – Windows and Mac Devices

	Minimum
Operating System	Windows 10/11 Home, MacOS 10.15+ (Catalina or newer)
Memory	4GB RAM
Storage	Solid State Storage is highly recommended, machines without this will generally be too old for use at school - 128GB or higher
Wireless Connectivity	5GHz radio capabilities are required as we no longer host a 2.4GHz Wi-Fi network
Software	It is the recommendation of the IT department that antivirus software is NOT installed on student devices Microsoft Office is a requirement for all student devices. It can be downloaded for free when students use their school email/password to sign in to: Office.com
Design/Media/DigiTech Classes	Students enrolled in classes that make use of demanding software will require more powerful devices to adequately run such programs
Older Devices	For older devices, a minimum 6 th generation Intel i3 or a recent AMD FX processor (or equivalent) is required. Devices with hard drives may need to be of a higher specification.

Please contact the IT Department at ITSUPPORT@beerwahshs.eq.edu.au with any questions

COURSE ORGANISATION

YEAR 7

Year 7 students will be in their class groups for the year and will study the core subjects of English, Mathematics, Science, Humanities, Health & Physical Education, and Languages (Spanish or Learning Enrichment). Year 7 students will have the opportunity to be in Pinnacle and/or AEP (Athlete Extension Program) classes. Students will be invited to apply for this in Year 6.

Students will also have the opportunity to experience a variety of elective subjects. Throughout the year students will rotate through 4 subjects, completing 1 each term.

YEAR 8

Year 8 students will be rearranged into class groups and may move into different classes for the variety of subjects available. They will study the core subjects of English, Mathematics, Science, Humanities, Health & Physical Education, and Languages (Spanish or Learning Enrichment). Year 8 students will have the opportunity to be in the Dance Extension Program (Audition Entry). Elective subjects continue with students rotating through another 4 subjects, completing 1 each term.

YEAR 9

Students study the core subjects of English, Mathematics, Science, Humanities and Health & Physical Education.

Students choose a total of 4 elective subjects to be studied in Year 9 (2 per Semester).

- Athlete Extension Program, Spanish, Art, Dance, Drama, Music, Dance Extension, Digital Technologies, Engineering, Furnishing, Construction, Graphics, STEM, Food Specialisations and Textiles.

SPECIALIST PROGRAMS

AEP – Athlete Extension Program

In the junior secondary school, we also run an extension program for athletes in Year 7 - 9. Students selected for this extension program choose this as an elective subject but this is a year-long subject that is studied. More information is available on the extension program at the school or on the school website.

DEP – Dance Extension Program

In the junior secondary school, we also run an extension program in Dance for Year 8 - 9. Students selected for this extension program choose this as an elective subject but this is a year-long subject that is studied. More information is available on the extension program at the school or on the school website.

Instrumental Music Program

Students have the opportunity to begin or continue their studies in Instrumental Music across their secondary schooling years in addition to their normal curriculum subjects. The IM program is a year-long program where students participate in a 30-minute lesson once a week on a rotating schedule. Students will also become part of the Concert Band, Stage Band and/or Guitar Ensemble depending on their instrument(s), and participate in the diverse performance opportunities that come with these throughout the year. More information about our Instrumental Program can be obtained by contacting the Arts Head of Department at the school.

CURRICULUM OVERVIEW

YEAR 7	YEAR 8	YEAR 9	YEAR 10 (Senior Phase) <i>see Senior Schooling Handbook for subject details</i>
English (ENG)	English (ENG)	English (ENG)	English – Core (ENG) Foundation English (ENF)
Maths (MAT)	Maths (MAT)	Maths (MAT)	Maths - Core (MAT) Extension Maths (MAX) Foundation Maths (MAF)
Science (SCI)	Science (SCI)	Science (SCI)	Science - Core (SCI) Extension Science (SCX)
Humanities and Social Sciences (HAS)	History (HIS) 1 semester Geography (GEO) 1 semester	History (HIS) 1 semester Geography (GEG) 1 semester Economics & Business (ECB) 1 semester	History (HIS) Geography (GEG) Economics & Business (ECB)
Health & Physical Education (HPE) Or Athlete Extension Program (AEP)	Health & Physical Education (HPE) Or Athlete Extension Program (AEP)	Health & Physical Education (HPE) Or Athlete Extension Program (AEP)	Physical Education (HPE) Recreation (REC)
The ARTS Dance (DAN) Drama (DRA) Music (MUS) Visual Arts (ART) Or Dance Extension Program (DEP) Year 8 only <i>Optional: Instrumental Music (IM)</i>		The ARTS Dance (DAN) Drama (DRA) Music (MUS) Visual Arts (ART) Media Arts (MED) Dance Extension Program (DEP) - year program <i>Optional: Instrumental Music (IM)</i>	The ARTS Dance (DAN) Drama (DRA) Music (MUS) Visual Arts (ART) Media Arts (MED) <i>Optional: Instrumental Music (IM)</i>
<u>DESIGN TECHNOLOGY</u> Design and Technologies (DAT) Textiles (TEX) Food Specialisations (TFD)		<u>DESIGN TECHNOLOGY</u> Engineering (DAT) Furnishing (TMT) Construction (TTZ) Graphics (TES) Food Specialisations (TFD) Textiles (TEX)	<u>DESIGN TECHNOLOGY</u> Engineering (DAT) Furnishing (TMT) Construction (TTZ) Graphics (TES) Food Specialisations (TFD) Textiles (TEX)
<u>DIGITAL TECHNOLOGY</u> Digital Technologies (DIG)		<u>DIGITAL TECHNOLOGY</u> Digital Technologies (DIG) STEM (STM)	<u>DIGITAL TECHNOLOGY</u> Digital Technologies (DIG)
<u>Languages</u> Spanish (SPN) or LEC (LEC) Learning Enrichment Class	<u>Languages</u> Spanish (SPN) or LEC (LEC) Learning Enrichment Class	<u>Languages</u> Spanish (SPN)	<u>Languages</u> Spanish (SPN)

NB: Subjects in **bold** font are compulsory for all students.
In Year 7 & 8 students will complete a term rotation of the subjects offered in The Arts, Design Technology and Digital Technology
In Year 9, students complete 2 electives for each semester unless stated above (e.g. Dance Extension Program)

Course Overview:	English offers students the opportunity to study and produce a wide variety of text types, including: fiction, media, non-fiction, spoken and written texts. Students learn to think creatively and critically, examining ideas and issues that arise in texts and considering these from different perspectives that arise in and around these texts. Through their studies, students develop skills in speaking, listening, interacting and presenting, as well as reading and writing.			
Why choose this subject?	The course will help prepare students for General English or Essential English in the senior school and beyond. The aims of this course are for students to: <ul style="list-style-type: none"> • develop accuracy and fluency in writing, reading, speaking, listening, interacting viewing and creating texts for a range of purposes and audiences • develop proficiency in critical analysis, evaluation and reflection • work independently and collaboratively to produce critical, interpretative, persuasive and imaginative texts (in written and spoken modes) • enjoy, understand, evaluate different texts 			
Assessment Outline:	Year 7			
	Term 1: Back in the Day Assessment 1: Extended Response, Written, Imaginative. Narrative Intervention: Create a new adventure for Red Dob	Term 2: Heinous Hero Assessment 2: Extended Response, Group Oral, Analytical: Book Club - events, places, times and people in the text Assessment 3: Persuasive Paragraphs: Ned Kelly: Hero, Villain or Victim	Term 3: Motivational Masterclass Assessment 4: Written Multimodal Persuasive Create an Infographic for a NGO / Non-profit organisation in Australia	Term 4: Vibrant Voices Assessment 5: Oral, Individual Creative Create and perform a TikTok or Slam Poetry for an issue Assessment 6: Written, Exam, Analytical Respond to two (2) environmental poems
	Year 8			
	Term 1: Picture tells 1000 Words Assessment 1: Imaginative, Multimodal, Written Create a graphic novel with social message for youth	Term 2: Topical Teen Assessment 2: Novel study: Spoken, Group, Analytical, Extended Response Book Club: on novel Assessment 3: Written, Analytical, Exam Paragraphs on a thesis about novel	Term 3: Fake News Assessment 4: Persuasive, Extended Response, Written (online) Opinion responses to news articles	Term 4: A Bit Extra Assessment 5: Multimodal, Imaginative, Extended Response. Filmed Monologue as TV Series character Assessment 6: Analytical, Exam, Written. Reflection as a screenwriter
	Year 9			
	Term 1 Assessment 1: Extended response written – debate rebuttal on Australian issue	Term 2 Assessment 2: Persuasive Speech: Narrative Intervention: orientation in Australian setting Assessment 3: Issues jn Speculative Fiction Film: Analytical essay	Term 3 Assessment 4: Extended Response Imaginative Memoir Speculative Fiction in Novel	Term 4 Assessment 5 Short Response to Play Exam with Listening Component Assessment 6: Extended Response Spoken Persuasive Interview as a character
Related Career:	Digital copywriter, Editorial assistant, English as a foreign language teacher, Lexicographer, Magazine journalist, Newspaper journalist, Publishing copy-editor/proof-reader, Secondary school teacher, Web content manager, Writer			
Related Course Costs:	Nil			

SPANISH: SPN

Course Overview:	<p>Students will engage in a variety of learning experiences using Spanish. Students will develop understanding and control of language by using the skills of listening, reading, speaking and writing in activities which may include:</p> <ul style="list-style-type: none"> • listening to radio broadcasts, television programs, webcasts and podcasts • viewing videos and films • holding debates or participating in discussions • reading cartoons, shorts stories, poems and songs • conducting real life transactions such as ordering a meal • working as individuals and in groups 																											
Why choose this subject?	<p>The study of grammar functions in Spanish actually helps the understanding of grammar in English</p> <ul style="list-style-type: none"> • By 2050, 10% of the total world population will have Spanish as a first language and the USA will be the largest Spanish speaking country. • Spanish is an official language on four continents: Europe, Africa and the Americas • Approximately 20% of the population of The Philippines speaks Spanish (It was the official language there until 1973) • It is one of the six official languages of the United Nations • Spanish is the sixth largest community language in Australia 																											
Assessment Outline:	<table border="1"> <tr> <td colspan="4" data-bbox="450 837 1479 909">Year 7</td> </tr> <tr> <td data-bbox="450 909 708 1144"> <p>Term 1: Introduction Assessment 1: Language variation test</p> <p>Assessment 2: Written task</p> </td> <td data-bbox="708 909 967 1144"> <p>Term 2: Likes and Dislikes Assessment 3: Comprehension and writing test</p> <p>Assessment 4: Introduction speech and metalanguage</p> </td> <td data-bbox="967 909 1225 1144"> <p>Term 3: School Life Assessment 5: Speaking and multimodal task</p> <p>Assessment 6: Reading and listening test</p> </td> <td data-bbox="1225 909 1479 1144"> <p>Term 4: Around Town Assessment 7: Language test</p> <p>Assessment 8: Town Flyer</p> </td> </tr> <tr> <td colspan="4" data-bbox="450 1144 1479 1182">Year 8</td> </tr> <tr> <td data-bbox="450 1182 708 1417"> <p>Term 1: About Me Assessment 1: Listening test</p> <p>Assessment 2: Written intercultural understanding task</p> </td> <td data-bbox="708 1182 967 1417"> <p>Term 2: Buying Things Assessment 3: Reading test</p> <p>Assessment 4: Speaking and multimodal test</p> </td> <td data-bbox="967 1182 1225 1417"> <p>Term 3: Amazing Race Assessment 5: Listening test</p> <p>Assessment 6: Writing and speaking/multimodal task</p> </td> <td data-bbox="1225 1182 1479 1417"> <p>Term 4: Food (La comida) Assessment 7: Written</p> <p>Assessment 8: Reading test</p> </td> </tr> <tr> <td colspan="4" data-bbox="450 1417 1479 1456">Year 9</td> </tr> <tr> <td colspan="2" data-bbox="450 1456 967 1581"> <p>Term 1 Assessment 1: Written and spoken task</p> <p>Assessment 2: Listening test</p> </td> <td colspan="2" data-bbox="967 1456 1479 1581"> <p>Term 2 Formative Assessment: Bilingual text-written Assessment 1: Reading test Assessment 2: Written task</p> </td> </tr> </table>				Year 7				<p>Term 1: Introduction Assessment 1: Language variation test</p> <p>Assessment 2: Written task</p>	<p>Term 2: Likes and Dislikes Assessment 3: Comprehension and writing test</p> <p>Assessment 4: Introduction speech and metalanguage</p>	<p>Term 3: School Life Assessment 5: Speaking and multimodal task</p> <p>Assessment 6: Reading and listening test</p>	<p>Term 4: Around Town Assessment 7: Language test</p> <p>Assessment 8: Town Flyer</p>	Year 8				<p>Term 1: About Me Assessment 1: Listening test</p> <p>Assessment 2: Written intercultural understanding task</p>	<p>Term 2: Buying Things Assessment 3: Reading test</p> <p>Assessment 4: Speaking and multimodal test</p>	<p>Term 3: Amazing Race Assessment 5: Listening test</p> <p>Assessment 6: Writing and speaking/multimodal task</p>	<p>Term 4: Food (La comida) Assessment 7: Written</p> <p>Assessment 8: Reading test</p>	Year 9				<p>Term 1 Assessment 1: Written and spoken task</p> <p>Assessment 2: Listening test</p>		<p>Term 2 Formative Assessment: Bilingual text-written Assessment 1: Reading test Assessment 2: Written task</p>	
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TEXTILES: TEX

Course Overview: Throughout this course students will learn basic hand sewing, design development and create accessories. Students will learn to hand sew a number of stitches that can be applied to mending or decorating projects. Students will also learn about the use of fabric and the principles of design and how these are applied to meet aesthetic and functional requirements.

Assessment Outline:

Year 7 or 8

Student will undertake both theory and practical assessment elements.

Students are to complete:

- Students will create sewing samples e.g. Embellished keyring, Pouch etc.
 - Practical tasks
 - Theory assignment
-

All materials are supplied for the construction of all assessable elements. Some students may be given the opportunity to create alternate projects at their own expense.

NB: Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have **unpaid fees will not be permitted** to take part in **practical tasks** and will be given theory task that develop the same learning outcomes or asked to choose another subject.

Future Pathways for this subject:

Students who have a talent for and enjoy this subject can take Fabric and Design in Year 9 and 10. In these elective subjects, student will learn to use a sewing machine to create accessories and garments of increasing difficulty.

Related Course Costs:

Covered within your Student Resource Scheme (SRS) Fee

TEXTILES (Year 9): TEX

Course Overview: Throughout this course students will learn basic sewing, pattern development and create accessories. Students will learn to use a sewing machine to produce an array of projects that will progressively develop their skills. Students will also learn about the properties of fabric and how to apply these to meet aesthetic and functional requirements.

Why choose this subject? Students who have an eye for fashion and are keen to design and create their own accessories should take this course. At the end of this subject, students must be competent in sewing with a machine to be able to make their own garments in Year 10.

Assessment Outline:	Year 9	
	Term 1	Term 2
	Calico Bag Design	Cushion – Tie Die Challenge

All materials are supplied for the construction of all assessable elements. Some students may be given the opportunity to create alternate garments to their own expense.

NB: Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have **unpaid fees will not be permitted** to take part in **practical tasks** and will be given theory task that develop the same learning outcomes or asked to choose another subject.

Related Career: Senior Course Pathways: Fashion
Career Pathways: Seamstress / Tailor / Fashion Designer / Interior Designer

Related Course Costs: Nil

FOOD SPECIALISATIONS: TFD

Course Overview: Throughout this course students will undertake learning experiences which develop basic hygiene and safety, time-management and organisation, cooking as well as healthy eating skills. These experiences will be integrated in theory and practical tasks both individually and as a team.

Assessment Outline:

Year 7 or 8

Students will undertake both theory and practical assessment elements per semester.
Students are to complete:

- Cooking **once a week** and be directly involved in **group, team or demonstration** work
- Practical tasks under test situations
- Theory exams / assignments

All food is provided for the students; all cooking is made within the lesson with the opportunity to eat the food product in class.

NB: Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have **unpaid fees will not be permitted** to take part in **practical tasks** and will be given theory task that develop the same learning outcomes or asked to choose another subject.

Related Course Costs: Covered within your Student Resource Scheme (SRS) Fee

FOOD SPECIALISATIONS (Year 9): TFD

Course Overview: Throughout this course students will be challenged with design solutions which incorporate both practical and theory tasks either individually or as a team. These tasks develop their awareness of practical application and relevance for life skills such as food safety, sustainability, problem solving and design concepts.

Why choose this subject? Students who have a creative flair in cooking and design will be challenged through undertaking design briefs. These will enhance their basic cooking skills, team work, time-management and further their ability to investigate and evaluate products/services.

Assessment Outline:	Year 9	
	Term 1	Term 2
	Muffin Design Challenge	Pasta Design Challenge

All food is provided for the students; all cooking is made within the lesson with the opportunity to eat the food product in class, no containers are provided for students to take food home.

Market Day and World on a Plate events in Year 10 are learning opportunities and these tasks are not included within the subject fee for students to consume. Students are running both events as to experience opportunities within event management.

NB: Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have **unpaid fees will not be permitted** to take part in **practical tasks** and will be given theory task that develop the same learning outcomes or asked to choose another subject.

Related Career: Senior School Pathways: Cert II in Hospitality
Career Pathways: Food & Beverage Attendant / Waiter/ Cook / Chef

Related Course Costs: Year 9: \$18

DESIGN & TECHNOLOGIES: DAT

Course Overview: Throughout this course students will undertake learning experiences surrounding the design process, focusing on joint assembly, tools use and visual communication methods. Students will engage in the full design phase, from design to realisation.

Why choose this subject? For students who like to be involved in practical tasks. These develop their awareness of practical application and relevance for life skills. Students are engaged in practical work that is relevant and applicable to the general workshop.

Assessment Outline:

Year 7 or 8

Student will undertake both theory and practical assessment elements. Students are to complete:

- Students will create a clock, working drawings and sketches
- Practical tasks
- Theory assignment

All materials are supplied for the construction of all assessable elements. Some students may be given the opportunity to create alternate projects at their own expense.

NB: Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have **unpaid fees will not be permitted** to take part in **practical tasks** and will be given theory task that develop the same learning outcomes or asked to choose another subject.

Future Pathways for this subject:

Students who have a talent for and enjoy this subject can take Furnishings, Construction, Engineering and or Graphics in Year 9 and 10. In these elective subjects, student will continue learning experiences surrounding the Design Process in different contexts.

Related Course Costs: Covered within your Student Resource Scheme (SRS) Fee

FURNISHING 2: TTZ

Materials and Technologies Specialisations 2

Course Overview: Throughout this course students are involved in individual, team and group projects. Tasks allow students to experience small construction projects that will leave them in good stead for further life experiences. This course encourages students to be independent and self-reliant.

Why choose this subject? For students who like to be involved in practical tasks. These develop their awareness of practical application and relevance for life skills. Students are engaged in practical work that is relevant and applicable to the general maintenance of homes.

Assessment Outline:	Year 9	
	Term 1	Term 2
	Carry All Camp Stool	BBQ Server Table

NB: Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have **unpaid fees will not be permitted** to take part in **practical tasks** and will be given theory task that develop the same learning outcomes or asked to choose another subject.

Related Career: Senior Pathways: Students from this course may choose to study a certificate course:

- Certificate I in Construction at Beerwah SHS or
- Certificate I in Civil Infrastructure, Plumbing and Certificate II in Construction at the SCTTTC in Year 11 and 12.

Senior School Pathways: Completion of this course is an advised prerequisite to study Furnishing Skills, Certificate II in Construction, Engineering Skills or Certificate II in Engineering Pathways.

Career Pathways: Carpenter / Builder / Joiner / Plumber / Plasterer / Electrician

Related Course Costs: Year 9: \$30

ENGINEERING: DAT

Design and Technologies

Course Overview: Throughout this course students will engage in a variety of individual tasks that will broaden their knowledge in design and technology. Tasks allow students to experience manufacturing processes through the manipulation of a variety of metals and plastics.

Why choose this subject? For students who are interested in pursuing a trade or related professional career path. This course will give students a firm grounding of basic skills and ability to use general hand and power tools, as well as guide students in the understanding of design solutions and processes.

Assessment Outline:	Year 9	
	Term 1	Term 2
	Injection Moulding Design Folio	LED Light Box Design Folio

NB: Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have **unpaid fees will not be permitted** to take part in **practical tasks** and will be given theory task that develop the same learning outcomes or asked to choose another subject.

Related Career: Senior School Pathways: Completion of this course is an advised prerequisite to study Furnishing Skills, Certificate II in Construction, Engineering Skills or Certificate II in Engineering Pathways

Career Pathways: Sheet metal worker / Boiler Maker / Diesel Fitter / Mechanic

Related Course Costs: Year 9: \$30

FURNISHING: TMT

Materials and Technologies Specialisations

Course Overview: Throughout this course students are involved in individual, team and group projects. Tasks allow students to experience manufacturing processes through the manipulation of wood and plastics.

Why choose this subject? For students who are interested in pursuing a trade or related professional career path. This course will give students a firm grounding of basic skills and ability to use general hand and power tools.

Assessment Outline:	Year 9	
	Term 1	Term 2
	Sample Joint	Skill Builder
	Serving Tray	Lazy Susan
	Design Folio	Design Folio

NB: Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have **unpaid fees will not be permitted** to take part in **practical tasks** and will be given theory task that develop the same learning outcomes or asked to choose another subject.

Related Career: Senior School Pathways: Completion of this course is an advised prerequisite to study Furnishing Skills, Certificate II in Construction, Engineering Skills or Certificate II in Engineering Pathways

Career Pathways: Cabinet Maker / Furniture Maker

Related Course Costs: Year 9: \$27

GRAPHICS: TES

Engineering Principles and Systems

Course Overview: Throughout this course students are involved in individual, team and group projects. Tasks allow students to experience design manufacturing processes through the manipulation of software and ICT.

Why choose this subject? For students who are interested in pursuing a trade or related professional career path. This course will give students a firm grounding of basic skills and ability to use general drafting and sketching techniques, along with an awareness of CNC machines.

Assessment Outline:	Year 9	
	Term 1	Term 2
	Design Folio 3D Printing Robo Bot	Design Folio Laser Cutting Key Tag

NB: Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have **unpaid fees will not be permitted** to take part in **practical tasks** and will be given theory task that develop the same learning outcomes or asked to choose another subject.

Related Career: Senior School Pathways: Completion of this course is an advised prerequisite to study Furnishing Skills, Certificate II in Construction, Engineering Skills or Certificate II in Engineering Pathways

Career Pathways: Para and Professional Trades: Architect / Engineering/ Drafts person or Tradesman

Related Course Costs: Year 9: \$21.50

DIGITAL TECHNOLOGIES: DIG

Course Overview:

In Digital Technologies student plan and manage digital projects to create interactive information. Students design user experiences and test, modify and implement digital solutions on different programs and games.

- Year 7 and 8 students complete a 10 week course on a rotational basis.
- Year 9 students may select the subject as an elective.

Why choose this subject?

Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

Students will be able to:

- be creative, innovative & enterprising users of technology (traditional, contemporary & emerging)
- investigate, design, manage, create and evaluate Digital solutions
- engage confidently with and responsibly select and manipulate appropriate technologies – when designing and creating solutions
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- evaluate the suitability of products and processes against criteria and recommend improvements
- reflect on & analyse the impacts of products & processes on people, their communities & environments

Assessment Outline:

Examples of Projects

Year 7/8

- Creating a Digital Solution using the Micro:bit
- Introduction to Robotics

Year 9

- Game Development Robotics and coding using EV3/mBots

How are students assessed?

Projects developing software and hardware solutions to Digital Technology problems e.g. Coding, Game Making, Robotics, Independent study

Related Career:

Senior School Pathways: Year 9/10 STEM elective; Year 9/10 Digital Technologies elective; Year 11/12 Information Communication & Technology (if available for selection); VET courses

Career Pathways: Animation / Graphic Designer, Computer Programmer, Game Designer, Graphic and Multimedia Design, IT Consultancy / Project Management, IT Technical Support, Robotics / Artificial Intelligence, Social Media Content Creator, Website / Multimedia Design

Related Course Costs:

Nil

STEM: STM

Course Overview: STEM is a subject that utilises a combination of the skills and knowledge from science, technology, engineering and mathematics to solve unique challenges relevant to society.

Year 9 students may select the subject as an elective.

The units/projects covered in this course include:

- Robot Design and Prototype
- 3D printing solutions
- Circuit programming using microcomputers

Why choose this subject?

The majority of jobs in the future (up to 75%) will require STEM skills. Into the future more and more jobs are set to become automated which means to be employed students will need to develop STEM related skills such as critical thinking, problem solving and innovation through collaborative creativity.

Students will study the fundamentals of design unique to each topic before using the design process to solve challenges. Through building their designs students will develop skills of evaluation, reflection and refinement throughout the process.

Assessment Outline:

Year 9

Year 9

- Production Skills (Lego Printer)
- Introduction to Programming (Traffic control & Robot claw)

How are students assessed?

Projects developing software and hardware solutions to STEM problems e.g. Coding, Robotics, Independent study, Design Project

Related Career:

Senior School Pathways: Year 11/12 Information Communication & Technology (if available for selection); VET courses

Career Pathways: Animation / Graphic Designer, Computer Programmer, Game Designer, Graphic and Multimedia Design, IT Consultancy / Project Management, IT Technical Support, Robotics / Artificial Intelligence, Social Media Content Creator, Website / Multimedia Design

Related Course Costs:

Year 9: \$35

ATHLETE EXTENSION PROGRAM: AEP

Course Overview: In addition to the health and movement knowledge and skills of the HPE program, AEP students will focus on improving performance in a range of sports and physical activities including mountain biking, cross-country, track and field and a variety of team sports. Participation in practical AEP lessons can also compliment performance in students' preferred sports outside of school.

Why choose this subject? AEP students enjoy all the benefits of studying HPE with an additional emphasis on individual performance improvement. The AEP course balances participation in, and enjoyment of physical activity with sports performance. Pre-season training will consist of Goal setting, swimming, running, riding (transitioning to Mountain biking), strength and conditioning (circuit training with optional light weights for Yr.9).

Assessment Outline:	Year 7			
	Term 1 Bullying <i>Swimming Cricket</i>	Term 2 Super Snacks <i>Athletics</i>	Term 3 Caffeine <i>Footy Field Sports</i>	Term 4 Coping with change <i>Fitness</i>
	Year 8			
	Term 1 Identity, adolescent changes and transitions <i>Volleyball Striking and Fielding</i>	Term 2 Drugs and Decision Making <i>Athletics Basketball</i>	Term 3 Relationships and diversity <i>Touch Soccer</i>	Term 4 Following food and diet trends (influencers) <i>Netball Ultimate disc</i>
	Year 9			
	Term 1 Healthy Relationships <i>Softball</i>	Term 2 Wellbeing Wednesday <i>Net Sports</i>	Term 3 Drugs - Alcohol <i>Invasion Games</i>	Term 4 Resilience Strategies <i>Frankensport</i>

Related Career:

Senior Subjects:

- Senior PE
- Sport and Recreation
- Certificate III in Fitness

Possible Career Pathways:

- Fitness Industry (Personal Trainer, Gym Instructor, Clinical Exercise Physiologist, Sport and Exercise Scientist)
- Sports Industry (Professional Athlete, Sports Coach, Trainer, Sports Development Officer)
- Health Industry (Nurse, Physiotherapist, Podiatrist, Dietician)
- Education Industry (Teacher – primary, secondary, TAFE)

Related Course Costs: \$75 subject fee includes pool entries, athlete enhancement excursion

HEALTH & PHYSICAL EDUCATION: HPE

Course Overview: Health and Physical Education provides students with learning experiences relating to health and physical activity through a combination of classroom, practical and integrated lessons.

Why study this subject? In HPE, students develop the skills, knowledge, and understanding to strengthen their sense of self, build and manage respectful relationships and enhance safety and wellbeing. Students have the opportunity to learn in, through and about movement to enable lifelong physical activity participation.

Assessment Outline:	Year 7			
	Term 1 Bullying <i>Swimming</i> <i>Cricket</i>	Term 2 Super Snacks <i>Athletics</i>	Term 3 Caffeine <i>Footy Field Sports</i>	Term 4 Coping with change <i>Fitness</i>
	Year 8			
	Term 1 Identity, adolescent changes and transitions <i>Volleyball</i> <i>Striking and Fielding</i>	Term 2 Drugs and Decision Making <i>Athletics</i> <i>Basketball</i>	Term 3 Relationships and diversity <i>Touch</i> <i>Soccer</i>	Term 4 Following food and diet trends (influencers) <i>Netball</i> <i>Ultimate disc</i>
	Year 9			
	Term 1 Healthy Relationships <i>Softball</i>	Term 2 Wellbeing Wednesday <i>Net Sports</i>	Term 3 Drugs - Alcohol <i>Invasion Games</i>	Term 4 Resilience Strategies <i>Frankensport</i>

Related Career: Senior Subjects:

- Senior PE
- Sport and Recreation
- Certificate III in Fitness

Possible Career Pathways:

- Fitness Industry (Personal Trainer, Gym Instructor, Clinical Exercise Physiologist, Sport and Exercise Scientist)
- Sports Industry (Professional Athlete, Sports Coach, Trainer, Sports Development Officer)
- Health Industry (Nurse, Physiotherapist, Podiatrist, Dietician)
- Education Industry (Teacher – primary, secondary, TAFE)

Related Course Costs: Swimming pool entry fees are to be paid directly to the Beerwah Pool on entry for each swimming lesson in Year 7.

ECONOMICS & BUSINESS: ECB

Course Overview: Through studying economics and business, students learn to make informed decisions and to appreciate the connections between economic systems, including the effects of these decisions on consumers, businesses, governments and other economies.

Why choose this subject? Economics and business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. The business curriculum fosters enterprising individuals who can effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently. Economics and business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

Assessment Outline:

Year 8 – Term
The Market Economy (Multimodal)

Year 9 - Semester

Depth Study 1: Competition in the Global Economy (Research Task)
Depth Study 1: Financial Responsibilities, Risks and Rewards (Research Task)

Related Career: Business and Economics builds enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society. Students understand how they participate in the economy as consumers, workers and producers understanding of the work and business environments within the economy, as well as enabling them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizen. Any career where these are useful attributes will benefit from the study of Business and Economics.

Business and Economics in Year 10 is strongly recommended for Senior Ancient or Modern History.

Related Course Costs: Nil

HUMANITIES & SOCIAL SCIENCE: HAS

Course Overview: Humanities and Social Sciences plays an important role in harnessing students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally. Humanities and Social Science encompasses **history, geography as well as civics and citizenship**. This subject gives students a deep understanding of the world they live in from a range of perspectives, past and present, and encourages them to develop an appreciation and respect for social, cultural and religious diversity.

Why choose this subject? Through studying Humanities and Social Sciences, students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Through the Humanities and Social Sciences, students become well placed to contribute to Australia's ideas of a cohesive society, sustainable environment, productive economy and stable democracy.

Assessment Outline:

Semester 1

Depth Study 1 – History: Ancient Egypt (Multimodal)

Depth Study 2 – Geography: Place and Liveability (Project)

Semester 2

Depth Study 3 – Civics and Citizenship: Youth Proposal (Multimodal)

Depth Study 4 – History: Ancient China (Examination)

Related Career: Humanities and Social Science is an integrated approach to teaching the mandated Humanities disciplines in Year 7 and will give students a grounding in the knowledge and skills to become proficient in these disciplines as they progress through their secondary career.

Related Course Costs:

Nil

GEOGRAPHY: GEO

Course Overview: Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Why choose this subject? Students will gain an understanding of the world around them – both in a natural/sense but also the way in which humans have affected the environment around them on a local and a global scale. Key learning areas across all topics are sustainability, technology and the role of citizenship plays in our engagement with the world around us.

Assessment Outline:

Year 8 - Term

Depth Study 1: Landforms and Landscapes (Short Response Exam)

Year 9 - Semester

Depth Study 1: Biomes and Food Security (Short Response Exam)
Depth Study 2: Geographies of Interconnection (Data Report and Multimodal Presentation)

Related Career: Geography teaches students to plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. The subject helps students to develop an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively. Any career where these are useful attributes will benefit from the study of Geography.

Related Course Costs: Nil

HISTORY: HIS

Course Overview: History is a disciplined process of inquiry into the past that promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. Students critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.

Why choose this subject? Students will gain knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society, and understanding and use of historical concepts such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. Also, students develop the capacity to undertake historical inquiry, including skills in analysis and use of sources, and communication.

Assessment Outline:

Year 8 - Semester

Medieval Europe and Shogunate Japan (Debate)
The Spanish Conquest (Analytical Essay)

Year 9 - Semester

Industrial Revolution (Examination)
Making a Nation (Investigation Research Task)
World War I (Investigation Source Analysis)

Related Career: History teaches students to plan inquiries; collect, evaluate, analyse and interpret evidence. The subject helps students to develop understanding of the past and present experiences of Aboriginal and Torres Strait Islander Peoples among many other perspectives, an understanding of research processes including collection of evidence and referencing. Any career where these are useful attributes will benefit from the study of History.

Related Course Costs: Nil

MATHEMATICS: MAT

Course Overview: In line with the Australian Curriculum, Years 7, 8 and 9 students in Mathematics will gather experience in three strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Why choose this subject? Whilst Mathematics is a compulsory subject in all year levels, it is important to give students the necessary numeracy skills for their future careers and for general life.

The aim of teaching and learning maths are to encourage and enable students to:

- Recognise that maths permeates the world around us
- Enjoy maths and develop patience and persistence when solving problems
- Develop mathematical curiosity and use inductive and deductive reasoning to solve problems in real life situations
- Develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others

Students will be placed in one of three levels based on their previous results; Extension, Core or Foundation.

Assessment Outline:

Year 7

Term 1 Measurement exam Perimeter & area PSMT	Term 2 Numeracy, patterns & algebra exam	Term 3 Financial maths exam Probability PSMT	Term 4 Geometry, transformations & data exam
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Year 8

Term 1 Integers, profit & loss exam Probability PSMT	Term 2 Indices, algebra, perimeter & area exam	Term 3 Time, rates & ratios exam Data PSMT	Term 4 Linear equations, area & volume exam
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Year 9

Term 1 Linear & non-linear relationships exam Area & volume PSMT	Term 2 Pythagoras Theorem and Trigonometry exam	Term 3 Algebra exam Similarity & Data PSMT	Term 4 Indices, scientific notation & probability exam
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PSMT – Problem Solving and Modelling Task is assignment work usually over 2 or 3 weeks

Related Career: Some level of Maths is required for all careers, however, some careers require higher levels than others. Students in the junior school should be working towards the highest level of maths that they are capable of to ensure all senior pathways are available for future careers. Some examples are:

Foundation and Core Maths: Retail, Police Officer, Nurse, Trades, Banking, Teaching, Defence Force, Business, Information Technology

Extension Maths: Scientist, Engineer, Doctor, Veterinarian, Information Technology, Pharmacist, Statistician, Physiotherapist, Accountant, Science/Maths Teacher.

Related Course Costs: Nil

SCIENCE: SCI

Course Overview: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge. All students will study aspects of Biology, Chemistry, Earth Sciences and Physics for Year 7, 8 and 9. In Year 10 students choose Extension Science or Core Science. Extension Science students will be preparing to study Biology, Chemistry or Physics in Year 11 and 12 as a pathway for University, whilst Core Science will be aimed at providing an overall science knowledge for those students who do not wish to continue with General science subjects in Year 11 or wish to do an Applied science subject.

Why choose this subject?

By studying science, students develop scientific knowledge, understandings and skills, which enable them to:

- Understand the world around them and their role in that world.
- Act responsibly when using scientific equipment and applying scientific knowledge.
- Develop skills of planning and conducting investigations, gathering information, and evaluating their findings.
- Understand the role Science plays in our society and to participate, if they so wish, in science-related careers.

Assessment Outline:

Year 7

Term 1 Chemistry report	Term 2 Earth & Space exam	Term 3 Physics report	Term 4 Biology exam
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Year 8

Term 1 Chemistry exam	Term 2 Physics report	Term 3 Biology exam	Term 4 Earth Science assignment
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Year 9

Term 1 Biology exam	Term 2 Earth Science exam	Term 3 Chemistry report	Term 4 Physics exam
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Related Career:

Science careers can be found in most areas of employment and the following are some examples: **Biology:** Sports Trainer, Biochemist, Nurse, Dietician, Medical Practitioner, Paramedic, Marine Biologist, Speech Therapist, Veterinarian, Zoologist and Wildlife Biologist, Park Ranger. **Earth Science:** Aquaculture Manager, Environmental Scientist, Geoscientist, Meteorologist, Surveyor. **Physics and Chemistry:** Astronomer, Chemist, Electrician, Food Science Technician, Audio and Video Technician, Forensic Technician, Occupational Health & Safety Specialist, Pilot, Power Plant Operator, Precision Instrument & Equipment Repairer, Ship & Boat Captain, Sound Engineering Technician. **All Sciences:** Patent Lawyer, Science Teacher, Primary Teacher.

Related Course Costs:

N/A

DANCE: DAN

Course Overview:

Studying dance develops creativity, teamwork, confidence, critical thinking, self-discipline, physical health and the ability to work collaboratively—all beneficial in any 21st century career path and quality of life. Learning, thought, creativity, and intelligence don't just come from the brain alone, but from the entire body. Movement combinations increase memory, order, and sequencing skills.

In years 7/8, students will make and respond to dance and build on their awareness of the body through articulation. They will extend their knowledge and understanding of the elements of dance, different dance styles and analyse how choreographers use the dance and production elements to communicate the choreographic intent in dances from a range of cultures, times and locations.

- Year 7/8 students complete a 10-week course on a rotational basis.

In year 9, students will extend on the skills learnt in years 7 and 8 and increase the level of difficulty in specific genres of dance. They will explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region through a combination of making and responding tasks.

- Year 9 and 10 students may select the subject as an elective.

Why choose this subject?

- Fosters student development as creative, complex thinkers, effective communicators, reflective and independent learners as they study and participate in various dance contexts, genres and styles.
- Enables students to critically examine their experiences and understandings of Dance and Dance forms, exploring the interrelationship between practical and theoretical aspects of Dance.
- Enables students to learn to choreograph, perform and appreciate Dance works.
- Provides the opportunity for students to engage in problem solving and critical reflection, individually and in groups.

Assessment Outline:

Year 7/8 - Term rotation over two years

Assessment 1:
Dance Through the Ages performance task

Assessment 2:
Group choreography – extension to class routine

Assessment 3:
Short Response

Year 9 – Semester rotation

Unit 1 (6 weeks):
Dance Around the World: Research Task

Unit 2 (7 weeks):
A Star is Born: Teacher devised routine for Dance Night

Unit 3 (7 weeks):
Storytelling: Group choreography

Related Career:

Performer, Primary/Secondary Teacher, Studio Teacher, Entertainer, Choreographer, Dance Therapist, Dance Tutor, Dancer, Dance Sports, Creative Writing within The Arts, Events Manager.

Related Course Costs:

Year 7/8: Nil
Year 9: Nil

DANCE EXTENSION PROGRAM (Audition entry): DEP

Course Overview:

The best part of incorporating dance into the routine of life is it improves expressive nature, social connection and self-esteem. It can be a moment in your week that you allow yourself to feel your body in a new and exciting way, which incorporates emotive and creative response.

Students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

This course offers the students a chance to extend their performance skills in preparation for Senior Dance and other alternative pathways. It is a full year course that will cover all dimensions (MAKING and RESPONDING) in a variety of contexts.

Why choose this subject?

- Fosters student development as creative, complex thinkers, effective communicators, reflective and independent learners as they study and participate in various dance contexts, genres and styles.
- Enables students to critically examine their experiences and understandings of Dance and Dance forms, exploring the interrelationship between practical and theoretical aspects of Dance.
- Enables students learn to choreograph, perform and appreciate Dance works.
- Provides the opportunity for students to engage in problem solving and critical reflection, individually and in groups.

Assessment Outline:

Year 8 DEP - Full year course (entry via audition)

Term 1	Term 2	Term 3	Term 4
<u>Assessment 1:</u> Jazz Technique Exam (teacher-devised)	<u>Assessment 2:</u> Analytical Short Response Task	<u>Assessment 4:</u> Group Choreography (any style)	<u>Assessment 5:</u> Two teacher-devised routines performed on Dance Night
	<u>Assessment 3:</u> Contemporary choreography		<u>Assessment 6:</u> Portfolio Analysis

Year 9 DEP - Full year course (entry via audition)

Term 1	Term 2	Term 3	Term 4
<u>Assessment 1:</u> Full length teacher-devised routine (WORLD/FUSION)	<u>Assessment 2:</u> Storytelling group choreography	<u>Assessment 4:</u> Short Response Task	<u>Assessment 5:</u> Two teacher-devised routines performed on Dance Night
	<u>Assessment 3:</u> Narrative dance analysis		<u>Assessment 6:</u> Group choreography (mini project)

Related Career:

Performer, Primary/Secondary Teacher, Studio Teacher, Entertainer, Choreographer, Dance Therapist, Dance Tutor, Dancer, Dance Sports, Creative Writing within The Arts.

Related Course Costs:

Year 8 - \$25
Year 9 - \$25

DRAMA: DRA

Course Overview:

Drama is a way of life, an expression of creativity and imagination that is essential to the human experience. Drama is designed to promote listening skills, confidence and successful communication. When a child studies Drama, not only will they practice empathy, they might also laugh uproariously, or come home singing about science, or want to know more about history, or tell you what happened at school today, or spend dinner discussing music, or learn how to handle conflict, or start becoming future patrons of the Arts. These are attributes which are highly valued by today's employers and are seen as important skills for living.

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The basic elements of the actor's craft and stagecraft will be studied and students will exercise creativity in a variety of performance situations with emphasis on the effective use of voice and movement. Students will develop skills in teamwork and speech making while learning and applying dramatic language.

Drama provides a learning environment that promotes imagination, critical thinking, communication, cultural engagement, creativity and problem-solving.

- Year 7 and 8 students complete a 10 week course on a rotational basis.
- Year 9 and 10 students may select the subject as an elective.

Why choose this subject?

- Drama is a medium for personal exploration, social criticism, celebration and entertainment.
- Drama gives a range of skills transferable to a variety of pathways - innovative thinkers, adept communicators and excellent team players.
- Drama is designed to promote confidence and successful communication. These are attributes which are highly valued by today's employers and are seen as important skills for living.

Assessment Outline:

Year 7/8 Term Rotation – Drama (10 weeks)

Unit 1: In the Beginning

Assessment 1

Group Presenting

Assessment 2

Responding Exam

Assessment 3

Forming Prac

Year 9 – Semester rotation

Unit 1

Assessment 1:

RESPONDING:

Exam (comprehension and analysis)

Assessment 2:

MAKING: PERFORMING

Student-devised group presentation of a scene

Unit 2

Assessment 3: RESPONDING:

Exam (clowning)

Assessment 4: MAKING: PERFORMING

Clown routine in pairs

Assessment 5:

MAKING: FORMING

Presentation of ritual (tribal/ancient Greek)

Related Career:

Film and TV, Actor, Drama Teacher, Stage Manager, Stage Hand, Director, Entertainer, Set Designer, Arts Administrator, Television Producer, Television and Radio Presenter, Primary Teacher, Youth and Community Worker, Personnel Manager, Journalist, Marketing Manager, Events Management.

Related Course Costs:

Nil

MUSIC: MUS

Course Overview:

Music instils in students a lifetime appreciation and understanding which is explored in an enjoyable, challenging and supportive environment. Music brings joy and satisfaction, fosters creative expression, challenges thinking and stimulates imagination. All students in the Music Program are provided the opportunity to develop to their individual strength while being guided to reach their potential.

Students explore Music through listening, performing and music theory skills. Students will study the historical background and appreciation of various styles of music. They will learn through exposure to a range of suitable repertoire in both their practical and theory studies. Student will develop compositions and perform (singing, playing, conducting, improvising).

- Year 7 and 8 students complete a 10-week course on a rotational basis.
- Year 9 and 10 students may select the subject as an elective.

Why choose this subject?

- Music is integral to everyday life (self-expressive, celebratory, social, cultural, political and educational roles)
- Builds understanding and enjoyment of The Arts and Music heritage
- Fosters students' confidence, creativity and individuality through composing and performing
- Students become adaptable and innovative problem-solvers
- Develop skills in using various Music-related technologies.

Assessment Outline:

Year 7/8 Term Rotation – Music (10 weeks)

Unit 1: Ukulele and Drumkit

Assessment 1

IOR
Performance

Assessment 2

Responding Exam

Year 9 – Semester rotation

Unit 1

Blues

Assessment 1:

Practical Performance (various instruments)

Assessment 2:

Responding Exam

Unit 2

Song Writing

Assessment 1:

Written Composition

Related Career:

Jobs directly related: Sound Technician, Performer, Teacher, Conductor, Composer, Music Critic, Musical Director, Music Tutor, Entertainer, Music Arranger, and Vocalist.

Jobs Where It May Be Useful: Radio Announcer, Speech Pathologist, Band Manager, Audio-visual Technician, Musical Instrument Maker and Repairer, Multimedia Developer.

Skills developed in Music Studies: Fine Motor Skills, Creative Thinking, Critical Evaluation, Literacy, Negotiating, Organising, Planning, Presentation, Research, Teamwork, Speech Making, Coordination, Learning other subjects through lyrics.

Related Course Costs:

Nil

VISUAL ART: ART

Course Overview:

Visual art is a fundamental component of the human experience reflecting the world and the time in which we live. Art can help us understand our history, our culture, our lives, and the experience of others in a manner that cannot be achieved through other means. Art allows students to have self-expression through a controlled, creative outlet; it is a source of inspiration, reflection and joy.

Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Why choose this subject?

The course will help prepare students for General Visual Art or Visual Arts in Practice in the senior school and beyond.

The aims of this course are for students to:

- develop creativity and technical skills using a variety of media (e.g. clay, paint, pencils, print) and creating art for a range of purposes and audiences
- develop proficiency in critical analysis, responding to art and reflection
- work independently and collaboratively to produce a range of visual artworks
- understand, evaluate and appreciate different artworks across styles, cultures and time

Visual art is an important part of a student's education. Students are challenged to find creative and unique solutions to problems. It is this use of creative problem-solving skills that fosters higher level thinking skills. Art also offers students the opportunity to work cooperatively, to be responsible, and to appreciate cultures and the world around them.

Assessment Outline:

Year 7/8 Term Rotation – Art (10 weeks) **Unit 1: Mark Making – “Identity”**

Assessment 1

Folio of three Art works & reflection

Assessment 2

Response Task

Year 9 – Semester rotation

Unit 1: Printmaking / Mixed Media

Making Task: Lino Print & Mixed Media

Folio

Responding Task: Analysis of an Artwork
– multi-modal

Unit 2: Ceramics

Making Task: Clay Sculptural Vase

(Cultural) Folio

Responding Task: Exam / Reflection /
Artist Statement

Related Career:

TAFE, University, Art College, Animator, Art Teacher, Cake Decorator, Fashion Designer, Graphic Designer, Illustrator and Technical Illustrator, Industrial Designer, Makeup Artist, Motion Graphics Designer, Web Designer, Painter.

Related Course Costs:

Year 9: \$45.00 for one semester

MEDIA ARTS: MED

Course Overview:

For more than a century, and across widely different cultures, film and new media has been the primary medium for storytelling, for depicting and exploring the world, and for engaging and shaping the human senses and emotions, memory and imagination. We live in a time in which cinema and the theatrical exhibition of films are giving rise to new forms of moving image culture in the new media space.

A focus on the application of critical thinking will allow students to develop real world thought process skills such as skilfully conceptualising, applying, analysing, synthesizing, and/or evaluating information on multimedia platforms. Students will learn skills that will help develop their production technology abilities as well as engage, explore and develop an appreciation for artworks across media platforms.

Why choose this subject?

For students who are interested in the creative skill set of media production development. This course will give students a firm grounding of basic skills and ability to write scripts, use film and camera technology and understand the post production phase of film. Media Arts will help you to develop valuable transferable skills such as critical thinking, analysis, research, planning, skills of enquiry and evaluation, practical skills, creativity, time management, collaboration skills and more.

Assessment Outline:

Year 9

Unit 1: "Lights, Camera, Western"

Assessment 1
Beginner Photography
Creating a Film Poster

Assessment 2: Treatment &
Storyboard

Assessment 3:
Creating a Film Trailer

NB: Student who have elected this subject and not paid fees by the due date maybe asked to reselect an alternate subject. Students who have **unpaid fees will not be permitted** to take part in **practical tasks** and will be given theory task that develops the same learning outcomes or asked to choose another subject.

Related Career:

Senior School Pathways: Completion of this course is an advised prerequisite to study Film, Television & New Media and Media Arts

Career Pathways: Marketing and Advertising, Filmmaking, Photography.

Related Course Costs:

Year 9: \$30

INSTRUMENTAL MUSIC (*Optional*): IM

Course Overview:

Studying music can have a significant impact on students and their ability to memorize, to increase creativity, to improve discipline, mental capacity, and their opportunity for collaboration. Music classes are available for students of all talent levels, too. Students who get involved in a Band, get to spend time with people who share their love of music and make new friends in the process.

Instrumental Music is a program through which students learn to play a woodwind, brass or percussion instrument, and participate in both small group lessons and ensemble playing. Students explore Music through listening, performing and music theory skills. They will learn through exposure to a range of suitable repertoire in both their practical and theory studies.

- Students receive one group Instrumental Music lesson per week, on a rotational timetable and;
- Students participate in the school's Concert Band once they have reached the required level on their instrument.
- Extension ensembles (eg. Stage Band) are available to advanced students who play particular instruments
- It is expected that students will complete regular home practice to make musical progress on their instrument.

Why choose this subject?

- Music is integral to everyday life (self-expressive, celebratory, social, cultural, political and educational roles)
- Fosters students' confidence, creativity and individuality through performing
- Students become adaptable and innovative problem-solvers
- Fosters a sense of belonging within the school community by actively participating in one or more ensembles.

Assessment Outline:

Students will complete the following assessment items during the Year:

Term 1:

- Sight Reading
- Solo Piece

Term 2:

- Scale/ Technical study
- Ensemble Piece

Term 3:

- Sight Reading
- Ensemble Piece

Term 4:

- Scale/ Technical study
- Solo Piece

Related Career:

Jobs directly related: Performer, Teacher, Conductor, Composer, Music Critic, Musical Director, Music Tutor, Entertainer, Music Arranger, Musical Instrument Maker and Repairer, and Music Therapist.

Jobs Where It May Be Useful: Radio Announcer, Speech Pathologist, Band Manager, Audio-visual Technician, Sound Technician, Multimedia Developer and Vocalist.

Skills developed in Music Studies: Fine Motor Skills, Creative Thinking, Critical Evaluation, Literacy, Organising, Planning, Presentation, Teamwork, Resilience

Related Course Costs:

\$50 Resource fee
\$120 Instrument Hire Fee (if applicable)