HIGHFIELDS STATE SECONDARY COLLEGE

Junior Secondary

Year 9, 2026

Subject Selection Handbook- New Students

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PRINCIPAL'S WELCOME

Welcome to Highfields State Secondary College! We are proud to be Toowoomba's newest state education facility catering for students from Years 7 to 12.

This handbook is designed to provide assistance to families as they make the critical decision with regards to which school will be the best for their student as they enter secondary schooling. If you are considering choosing HSSC as the secondary school for your student, you should know that we have a dedicated staff, all of whom work exceptionally hard to ensure that our students have the opportunity to achieve to their potential. This commitment is not limited to the classroom; our Leadership Team, teachers, teacher aides, administration staff, schools officers and cleaners are all working together to provide the best possible learning environment for students. I am very proud to be the Principal of this school, one where everyone involved is committed to achieving their very best.

You should also know that students are working in state-of-the-art facilities including Performing and Visual Arts Centres, Sport Stadium and Gymnasium, specialised Industrial Technology and Hospitality spaces, Science laboratories, a fantastic Resource Centre and modern classrooms.

Students have embraced our College Values of kindness, persistence, resilience, respect and responsibility. They also follow our three College Expectations – Take care of yourself, Take care of each other and Take care of this place.

We also look forward to welcoming new parents and carers to our community. One of the hallmarks of a great school is that the whole school community is focussed on the same goal – successful learning outcomes for all students. Research tells us that the most meaningful partnerships are those where schools, parents, students and the community work together to focus on student learning. Parent and community engagement that is effectively focused on student learning can deliver powerful outcomes.

Enrolment at HSSC:

Our prime obligation with regards to enrolment is to ensure that students, whose principal place of residence is within the school's catchment area, have access to an appropriate educational service.

Based on current enrolment capacity and growth, Highfields State Secondary College would be unable to meet this obligation in the future, unless action was taken to manage enrolments. Therefore, as of 11th November 2016, it was determined that HSSC would implement an Enrolment Management Plan. This now means that the enrolment of out-of-catchment students is restricted to ensure in-catchment students can enrol at their local state school, without the school requiring additional facilities.

Parents and carers are able to make application for student enrolment at Highfields State Secondary College at any time throughout the year. Acceptance of enrolment applications will be subject to eligibility as described within the school's Enrolment Management Plan. Whilst all applications for enrolment will be considered, at this stage, it is may not be possible for students 'out of catchment' to enrol in 2026 so you are advised to apply to your nearest high school for enrolment as well.

For more information about enrolment, please contact the HSSC office on 4614 7222.

On behalf of the students and staff of Highfields State Secondary College, I look forward to welcoming all new students to our community in 2026.

Scott Rowan

Principal

Term Dates 2026

Term 1	Tuesday, 27th January 2026	to	Thursday, 2nd April 2026
Term 2	Monday, 20th April 2026	to	Friday, 26th June 2026
Term 3	Monday, 13th July 2026	to	Friday, 18th September 2026
Term 4	Tuesday, 6th October 2026	to	Friday, 11th December 2026

Year 12 finishing date for 2026: Friday, 20th November 2026

Year 10 & Year 11 finishing date for 2026: Friday, 27th November 2026

College Motto

Learners Today; Leaders Tomorrow

College Values

Kindness; Persistence; Resilience; Respect; Responsibility

College Behaviour Expectations

Take Care of Yourself; Take Care of Each Other; Take Care of This Place

Bell Times

	Mon/Tues/Thur/Fri	Wednesday
First Bell	8:45am	8:35am
Form Class	8:50am – 9:00am	Whole School Assembly
Period 1	9:00am – 10:10am	9:00am – 10:10am
First Break	10:10am – 10:50am	10:10am – 10:50am
Period 2	10:50am – 12:00pm	10:50am – 12:00pm
Period 3	12:00 noon – 1:10pm	12:00 noon – 1:10pm
Second Break	1:10pm – 1:50pm	1:10pm – 1:50pm
Period 4	1:50pm – 3:00pm	1:50pm – 3:00pm

Student Absence Line (07) 4614 7266

Junior Secondary Year 7 to 9 at Highfields State Secondary College

Highfields State Secondary College is in a unique position to place the needs of Junior Secondary students at the very heart of the College's activities.

This unique opportunity allows us to tailor school operations to meet the needs of this unique age group. Highfields State Secondary College's values are placed at the centre of all College activities. Each day students are encouraged to 'action' the College Values in the following ways:

We demonstrate Kindness by…

- Accepting, acknowledging and valuing all individuals
- Showing genuine care and interest in the wellbeing of ourselves and others
- Actively engaging in open communication and using manners (e.g. saying hello)
- Graciously accepting feedback
- Remaining open and helpful in all situations

We demonstrate Persistence by…

- Setting goals and following through
- Encouraging positive attitudes when dealing with obstacles
- Maintaining a 'never give up' approach to keep moving forward.

We demonstrate Resilience by…

- Providing a supportive and safe environment where we learn from mistakes
- Being a problem solver
- Addressing challenges while maintaining perspective
- Valuing and acknowledging the positives

We demonstrate Respect by…

- Building honest and transparent relationships
- Embracing diversity and valuing the whole team
- Acknowledging individual strengths
- Actively participating and being a positive role model

We demonstrate Responsibility by…

- Meeting all of our obligations
- Fostering healthy relationships
- Behaving with flexibility, integrity and transparency
- Acknowledging both written and unwritten principles

Within a values based context Highfields State Secondary College offers an innovative and challenging curriculum with a focus on high expectations for all students. Through explicit instruction teachers foster imagination and creativity to maximise outcomes for all students.

Highfields State Secondary College celebrates the principles of Junior Secondary:

- Leadership
- Distinct Identity
- Quality Teaching
- Student Wellbeing
- Parent and Community Involvement
- Local decision-making

Distinct Identity

Junior Secondary has their own distinct identities at Highfields State Secondary College. Our Junior Secondary students have a distinct College formal uniform as well as their own leadership and voice. Students will also notice the shift from primary into Junior Secondary through to Senior Secondary, in particular they will notice the gradual release of responsibility and expectation that comes as they progress through the year levels.

Quality Teaching

Quality teaching through the vehicle of explicit instruction is the driver for a relevant, challenging and engaging curriculum at Highfields State Secondary College. Our state-of-the-art facilities allow students access to learning experiences that include robotics, the Arts, and STEM areas of Science, Technology, Engineering and Mathematics. The curriculum is organised into twenty, 70 minute lessons over the course of a week, broken into four lessons per day.

Positive Behaviour for Learning (PBL)

Highfields State Secondary College is a PBL school. As such students are explicitly taught the College behaviour expectations and how to apply them in the classroom, the playground and in all areas of the College.

Learners Today; Leaders Tomorrow

Students in Years 7 to 9 continue their learning journey from Primary School, setting themselves up to be our leaders of the future. While not every student aspires to a formal leadership position at school or in life, all students can aspire to be positive leaders in informal situations and of themselves.

Core Learning (Overview)

Students in Year 7 to 9 spend the majority of their timetabled lessons in Core subjects. Core subjects include English, Mathematics, Science, Humanities and Health and Physical Education (HPE).

Form Class

Form class takes place during the first ten minutes of the school day. A student's Form teacher plays an important role in assisting students meet College expectations. The Form teacher also works in a supportive role for students in their Form class and in many situations is the first point of contact should students or parents/carers have questions.

Year 9 – Elective Subjects (Overview)

Students in Year 9 are able to choose two elective subjects to study for the year. Students will be able to choose from Business, Dance, Drama, Media Arts, Music, Visual Art, Japanese, Agricultural Practices, Textiles and Food Studies, Industrial Design and Technology, Industrial Design and Technology Extension and Digital Technologies.

Student Support

All students including those with a diverse range of learning needs, are catered for at Highfields State Secondary College.

Student Wellbeing

The transition from primary school to secondary school can be a daunting experience for both students and parents alike. At Highfields State Secondary College the Student Wellbeing Program is a core part of our curriculum that aims to build positive self-concepts in our students. The aim of our Student Wellbeing Program is to assist students to become used to how secondary school operates but also to assist students to become increasingly independent young adults who feel a sense of belonging in our College environment. Students at Highfields State Secondary College, through this exciting and challenging time, soon appreciate the value we place on fostering strong relationships, and engagement in experiences that enable them to develop positive self-concepts.

Highfields State Secondary College Student Services Team

The Student Services Team's role is to offer support to all students and their families to manage issues that may impact on a student's school participation, engagement and achievement.

The Student Services Team is able to organise one to one support as well as small group programs. The Team may also refer students and their families to external agencies. The service is confidential. Mandatory reporting is required if a student discloses information about an illegal activity, actual harm or abuse or potential harm or abuse. Student Services Team staff must report these cases to the School Principal or his/her delegate. Appointments for members of the Student Services Team can be made at the Student Counter or through the school's online sharepoint service.

Student Support Team

Guidance Officer – Junior Secondary and Senior Secondary

- Subject selection, learning styles and study skills.
- Career assistance including jobs, careers and scholarships.
- Psychometric assessment.
- Mental Health concerns, referrals and plans.

School Based Youth Health Nurse

- Provide health information and support on an individual, group or whole of school basis

Psychologist

- The school-based psychologist can provide individual and group-based therapeutic supports to students with mild to moderate mental health concerns, with the overall goal to improve and support their wellbeing to better engage in the classroom. The psychologist will also work with school staff to help implement strategies to be used in the classroom.

Community Education Counsellor (CEC)

- Provide support to First Nations students around all aspects of their schooling life, as well as coordinating key activities to build cultural identity within HSSC.

HOSES and Support Teacher Case Managers

- work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs;
- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers;
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer;
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs;
- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication,

literacy, numeracy and behaviour. This may include students with confirmed disabilities;

- provide professional specialist advice, support and mentoring to classroom teachers on: how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home;
- provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team, and
- assist with professional learning for class teachers and school learning support officers (teacher aides) within their school where appropriate.

Defence School Mentor (DSM)

- Assists ADF families transition into and out of the school.
- Integrates Defence families into school community.
- Sources information within the school framework to pass onto Defence families.
- Help organise support and tutoring for students of Defence families if required.
- Provide lunch time activities and a quiet space for Defence students.

The Defence School Mentor is a Teacher Aide employed by the school who has been at the College since it opened in 2015. Funding for the DSM is provided from the Department of Defence to facilitate the best possible education outcome for children of Defence members. This funding program is administered by the Defence Member and Family Support (DMFS) and recognises the partnership between schools and Defence to support Defence families through classroom support and social activities to support and encourage student friendships/relationships.

The DSM at HSSC is Brenda Heskett who is based in the Resource Centre and can be contacted by emailing bhesk3@eq.edu.au or telephoning 4614 7222.

Supportive Staff

At Highfields State Secondary College, we have dedicated staff who are on hand to support students.

Deputy Principals

Each year level will be overseen by one of the two College Deputy Principals.

Form Teachers

All students first lesson of the day is Form during which their roll is marked and student notices are read. A student's Form Teacher is their first point of contact for any question or concern. Parents can also contact the form teacher with concerns or questions regarding how well their student is settling in, attendance and uniform.

Year Coordinator

Year Coordinators support students to wear their uniform correctly, be prepared for learning each day and assist students with any attendance issues. They also support students with their behaviour in the playground.

Heads of Department

Heads of Department are responsible for curriculum areas throughout the College and may check in with parents to provide an overview on how a student is progressing academically as well as in regard to their behaviour and effort in the subject areas they are responsible for.

Wellbeing Activities

Presentations

Each year, students will be participating in wellbeing programs, facilitated by external organisations. These are targeted to specific year level needs.

College Camps

The College will facilitate camps that target specific year levels. These camps form part of the Wellbeing Program.

Reward Activities

Each term, year levels will conduct reward activities to acknowledge those students who are displaying good behaviour and effort, and following school expectations and values.

Parent and Community Involvement

There are multiple ways parents and the community can be actively involved in College Life. Please contact the College to find out how you may be able to help or keep informed of opportunities via the College Newsletter.

College Assemblies

Each week students attend assembly. Parents are welcome to and are encouraged to attend if possible. During Assemblies we acknowledge students' success in the areas of academic achievement and extracurricular activities.

Parent and Community Volunteers

Apart from attending assemblies or recognition ceremonies, parents are able to be involved in the P&C association as well as volunteer at the school canteen. Parents or community members with particular skills who are interesting in volunteering as a coach or in some other capacity should feel encouraged to contact the College office. You are encouraged to keep up-to-date with College news through our newsletter, the webpage, In the Loop weekly email and liking our Facebook page.

Recognition Ceremonies

Student success is something we are very proud of at Highfields State Secondary College. In addition to the recognitions provided during assemblies, a number of specific recognition ceremonies are held for our students.

Gold and Silver Award Ceremony

Students who achieved appropriate results for their in class behaviour and in class effort during the previous semester are recognised through the presentation of either a Gold or Silver Award.

Awards Night

At the end of Semester Two, students who perform strongly throughout the year in academic, service to the college and extra-curricular activities are recognised at Awards Night.

Signature Programs

Bring Your Own Device Laptop Program

Highfields State Secondary College is a state-of-the-art facility built with the purpose of supporting 21st Century learning tools and pedagogy. With this in mind, Highfields State Secondary College invites parents to have their students take part in the Bring Your Own Device (BYOD) Program.

Instrumental Music

Highfields State Secondary College is building a proud tradition of excellence in our Instrumental Music Program with courses of study in a variety of instrumental subjects and ensembles. Many of the Instrumental Music Program activities take place outside normal school hours, for example before school or breaks, performances at outside venues or school events at night or during the weekend. Membership of the Instrumental Music Program demands extra time, effort and commitment to ensure that schoolwork does not suffer.

Enrolment

Students enrolled in the Instrumental Music program are considered to be enrolled for a minimum of one school year. Students who have not previously learned an instrument and who wish to learn will be given a musical aptitude test by the instrumental music teacher to ascertain their ability in four areas – pitch, rhythm, chord recognition and memory retention. Once students have been matched to an appropriate instrument, parents/caregivers will be notified of the possibility of their child being involved in the Instrumental Program at this school. Basic expectations and costs will be outlined at this stage. Entry to the Instrumental Music Program is conditional upon:

- Satisfactory level of interest and enthusiasm;
- Satisfactory record of scholastic progress and personal conduct;
- Completed application form, signed by parent and student, returned to the school office;
- Possession or availability of an appropriate instrument;
- Attendance and participation in school ensembles.

Attendance & Tuition

Each student will be given one thirty-five-minute lesson per week on a rotational basis during school time. A copy of the instrumental music timetable is located on the glass doors outside P22. **It is the student's responsibility to check their lesson time**. Should students be unable to attend their scheduled lesson due to assessment clashes, the student must see the instrumental teacher BEFORE their scheduled lesson to arrange an alternative time. **It is the student's responsibility to catch up on any classwork missed during attendance at their instrumental lesson.**

A roll is recorded by the Instrumental Teacher at the beginning of each lesson. If a student fails to attend a lesson or rehearsal, or to remember their instrument **three times** in a term, parents/caregivers will be contacted, and students will be asked to justify their continuation in the program to the IM teacher and the HOD Arts. Inadequate explanation or continued poor attendance will result in the student being asked to leave the program.

Practice

Students are expected to undertake regular daily practice for the length of time specified by the Instrumental Teacher.

Instruments

It is preferred that students supply their own instruments. Where students are using their own instruments, the Department strongly encourages parents/caregivers to have their own insurance. Please note that the Department's insurance does not cover personal items lost or damaged at school.

A limited number of instruments are available for hire from the school and may be loaned at the discretion of the instrumental teacher. IM teachers will distribute EQ11 forms to students loaning a school instrument. EQ11 forms should be returned to the HOD Arts. Students **MUST NOT** take a school instrument home until the signed EQ11 form has been received by the HOD Arts.

Tuition is available in the following instruments:

Woodwind	**Brass**	**Percussion**	**Strings**
Flute	Trumpet	Drum kit	Violin
Clarinet	Trombone	Xylophone	Viola
Bass Clarinet	Euphonium	Glockenspiel	Cello
Alto Saxophone	Tuba	Auxiliary Percussion	Double Bass
Tenor Saxophone	French Horn	**Note: Percussion students will*	
Baritone Saxophone		*receive tuition in all of the above*	
Oboe			
Bassoon		Bass Guitar	

Repairs & Maintenance

Where instruments are owned by students, repairs and maintenance are the responsibility of the parent/caregiver. In the case of College instruments, any damage caused as a result of student misuse or negligence must be paid for by the student or parent/caregiver. Repairs required as a result of general wear and tear will be paid for by the College.

Student Requirements

Students are expected to provide the following items, as applicable to their specific instrument (consult with the Instrumental Music teacher before purchasing equipment):

Brass	Valve oil or rotary valve oil, slide grease/cream, bore and mouthpiece brushes, sundry cleaning and maintenance equipment and accessories.
Woodwind	Reeds and cork grease, bore swab, sundry cleaning and maintenance accessories.
Percussion	Drumsticks, mallets/brushes (advanced students), 'Practice Pad' electronic chromatic keyboard or chromatic glockenspiel (inexpensive types).
Stringed Instruments	Strings, resin, bridges, maintenance equipment and accessories as required.
All students	Method books, sundry other items (as specified by instructor), strong folder for music, music stand (for home practice)
Uniform	Students will require full formal uniform for performances.

Concerts & Performances

During the school year, band members and ensemble members will be required to play at a variety of functions. It is expected that members make themselves available to perform on all occasions. Notice in writing of these functions will be distributed to students prior to the event, so appropriate arrangements can be made. If a student is unavailable to attend any of these functions, a parental note outlining the reason is required. If parents/caregivers are required to provide transport to and from these functions, it is requested that they do so, and that punctuality is observed.

Withdrawal & Exclusion from Program

Premature withdrawal of students from the program is strongly discouraged. Any request for withdrawal should be made by parents, in writing, to the Instrumental teacher and Head of Department – The Arts, stating reasons for such withdrawal. Students are not permitted to simply 'opt out' of the program.

In some instances, students may be asked to leave the program due to poor attendance, commitment or behaviour or lack of satisfactory progress. Should they be at risk of exclusion, students will be warned and parents contacted. Should performance not improve, students will be asked to leave the program and return any equipment or instruments loaned.

Assessment & Reporting

Assessment of progress, involvement and conduct of students will be undertaken at the end of each semester and a report made to parents.

Cost

There is no cost associated with tuition or instrument hire for students participating in the Instrumental Music program. Students involved in the ensembles may be required to pay for bus travel to events.

Clubs

Staff at Highfields State Secondary College run a number of clubs during lunch breaks or after school for students. Clubs offered vary each year and may change depending on the term. A sample of clubs offered include Choir, Vocal Ensemble, Musical, Drama, Dance, Gym Wellbeing, First Nations/Cultural, Sport Skills and Conditioning, Debating, Readers' Cup, Pedal Prix, Lawn Bowls, STEM Club to name just a few. Mathematics Homework Club operates on a Thursday afternoon between 3.10pm and 4.00pm in the HSSC Resource Centre.

State of the Art Facilities

Science, Technology, Engineering and Mathematics (STEM) subjects are a dynamic part of the curriculum at Highfields State Secondary College thanks to our state-of-the-art facilities and resourcing. In 2017 our Performing Arts Centre and Visual Arts Centre were opened providing modern facilities to support the teaching of Music, Drama, Dance, Film and TV. Also in 2017 the HSSC Food Studies Centre expanded to include an industrial kitchen. In 2018 the construction of stage three saw another exciting chapter of the College begin with the construction of further General Learning Areas and our Sport Stadium and Gymnasium.

Communication

Highfields State Secondary College has a number of methods of communication. Parents wishing to contact the College are always welcome to phone and speak with the relevant person or email teachers directly.

Report Cards

Reports are sent home at beginning of the Term. Term One report is an interim report with Term Two and Term Four being full semester reports.

Unit Overviews

Unit overviews are provided on the College website by the end of week three each Semester. These overviews allow parents to see what is being taught in each subject and an overview of what assessment will be required.

Assessment Schedules

Assessment schedules are emailed to parents and students each semester.

Newsletters

Each fortnight the College will email out a newsletter. The newsletter is also available on the College website. A hardcopy can be obtained from the College Office.

College Website

www.highfieldsssc.eq.edu.au

Facebook and Instagram

General school happenings and reminders are sent out via our Facebook and Instagram page. A link to our social media page is on our website.

Letters Home

Permission notes or major events will be publicised via a letter home. Less formal reminders will appear in the newsletter.

Student Timetable Sample

Highfields State Secondary College (EXAMPLE ONLY

Student Timetable - Semester 2, Term 3, V3

Citizen, John (, 0000000000F), Year 11, Chisholm, 11B (Mr Teacher)

	Monday	Tuesday	Wednesday	Thursday	Friday
FRM	8:50-9:00 11B TEACHER D03	8:50-9:00 11B TEACHER D03	8:50-9:00 ASSEMBLY	8:50-9:00 11B TEACHER D03	8:50-9:00 11B TEACHER D03
P1	9:00-10:10 ART112A TEACHER O01	9:00-10:10 MAG112B TEACHER T05	9:00-10:10 ATA112C TEACHER E10	9:00-10:10 HPJ112A TEACHER J03	9:00-10:10 FTM112B TEACHER P33
FB	10:10-10:50	10:10-10:50	10:10-10:50	10:10-10:50	10:10-10:50
P2	10:50-12:00 LIT112A TEACHER N11	10:50-12:00 FTM112B TEACHER P33	10:50-12:00 ART112A TEACHER O01	10:50-12:00 ENG112C TEACHER E10	10:50-12:00 MAG112B TEACHER T05
P3	12:00-1:10 SPP112B TEACHER E10	12:00-1:10 LIT112A TEACHER N11	12:00-1:10 HPJ112A TEACHER J03	12:00-1:10 MAG112B TEACHER T05	12:00-1:10 ENG112C TEACHER E10
SB	1:10-1:50	1:10-1:50	1:10-1:50	1:10-1:50	1:10-1:50
P4	1:50-3:00 HPJ112A TEACHER J03	1:50-3:00 ENG112C TEACHER E10	1:50-3:00 LIT112A TEACHER N11	1:50-3:00 FTM112B TEACHER P33	1:50-3:00 ART112A TEACHER O01
AS		3:00-4:10	3:00-4:10	3:00-4:10	

Legend:

Class Code	Class Name
11B	Roll Class
ART112A	Visual Art
ATA112C	ATAR Preparation
ENG112C	English
FTM112B	Film, Television and New Media
HPJ112A	Hospitality Practices
LIT112A	Literature
MAG112B	General Mathematics
SPP112B	Senior Pathways Preparation

Teacher Code	Teacher
TEACHER	TEACHER
TEACHER	TEACHER
TEACHER	TEACHER
TEACHER	TEACHER
TEACHER	TEACHER
TEACHER	TEACHER
TEACHER	TEACHER
TEACHER	TEACHER

Religious Instruction

Faith groups who provide approved instructors to deliver religious instruction are approved and updated annually based on student enrolment and community willingness to deliver a program.

Parents/carers of children participating in these programs will be advised if a faith group requires funds to cover the expenses of materials used by their children. Students are allocated to these classes in accordance with Religious Instruction Permission forms being completed. This information remains operational unless the parent informs the college otherwise in writing.

Students who are not participating in religious instruction will undertake alternative learning including revision of classwork, wider reading, research, human relationships education and study.

Flexischools

Parents can order and pay for student's lunches from the canteen using Flexischools Online. Ordering is more convenient, providing a 24/7 payment and ordering system that can be accessed from home, work or a mobile device.

Easy online registration. Go to www.flexischools.com.au or for help call 1300 361769

- Click Register
- Enter your email
- You will be emailed a link to an online form – follow the link
- Choose a username and password and complete the form
- Add student and their class
- Top-up the account – VISA or Mastercard preferred

HIGHFIELDS STATE SECONDARY COLLEGE

Learners today, Leaders tomorrow

Our rules	School-wide Expectations
Take care of ourselves	• We follow instructions immediately • We are prepared for and participate in all classroom activities • We manage time effectively • We complete all work with academic integrity • We have a growth mindset, strive for improvement and seek help when needed
Take care of others	• We respect the rights of others including acknowledging and respecting diversity • We allow others to learn • We use appropriate verbal and non-verbal language, including resolving conflict respectfully • We treat others so they feel safe • We value and respect the opinion of others
Take care of this place	• We follow school rules, routines, policies and procedures • We contribute positively to the college • We represent our college with pride • We look after school property and the environment

Values				
Kindness	Persistence	Resilience	Respect	Responsibility

FREEMAN FOXES

DOYLE DRAGONS

CHISHOLM CHEETAHS

DUNLOP DOLPHINS

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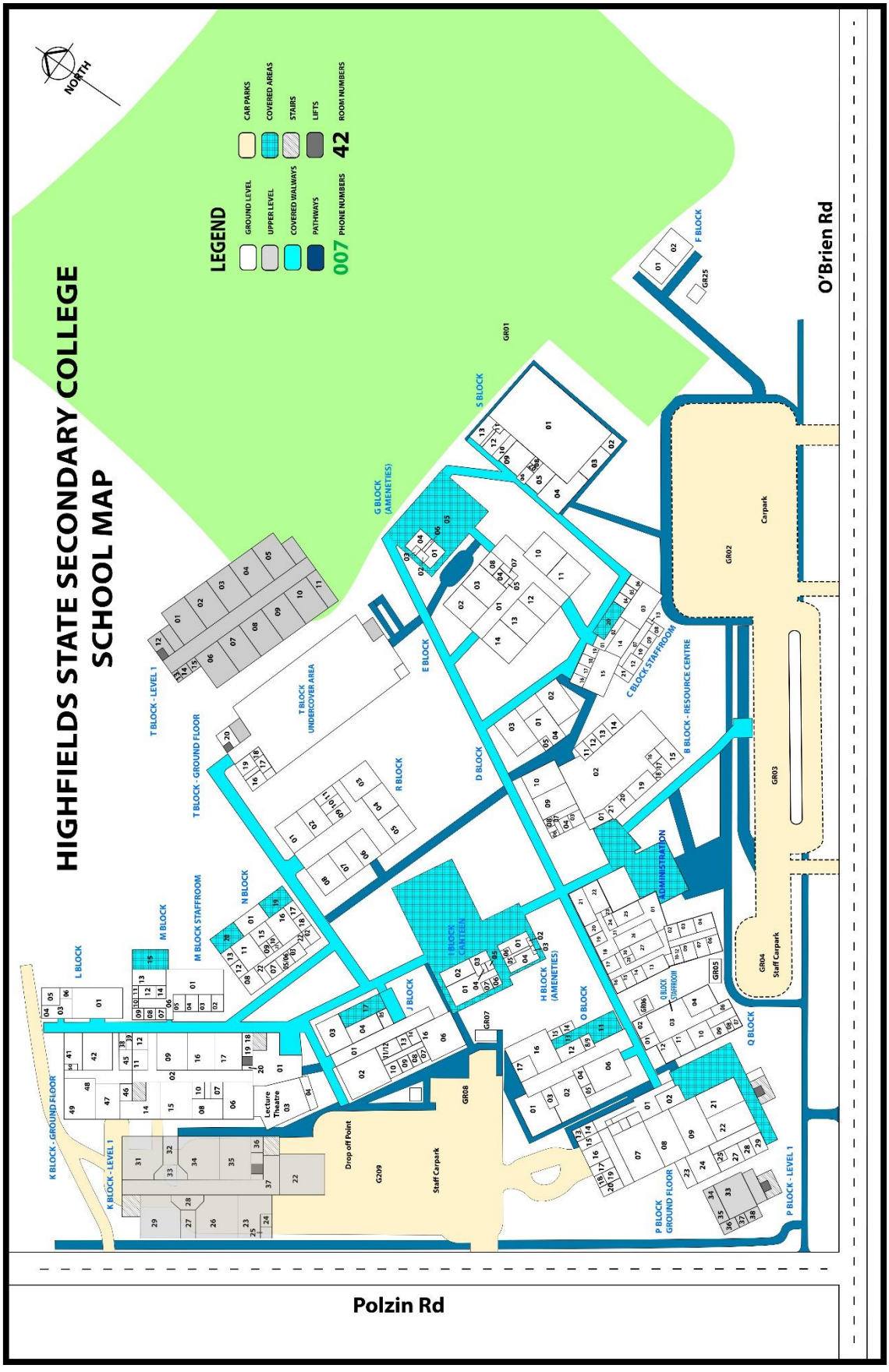
Highfields State Secondary College Map



Choosing Subjects in Year 9

Message to Parents…

Parents can help their children to be successful in gaining satisfaction – both personal and academic – from each experience at school. You should:

- Not assume responsibility yourself but, rather, support your student in developing personal responsibility for their own education.
- Ask your student questions about school. Find out how students interpret what is going on at school.
- Come to the school to look, seek answers to questions, talk to school staff, make suggestions and help out.
- Ensure that there is a suitable place to study.
- Ask to see your student's books, work and homework.

In short, show an interest in what is happening and help your student develop habits of industry and responsibility regarding his/her education.

Guidelines

Choose subjects:

- that you enjoy
- in which you already have had some success
- which will help you achieve your chosen career goals, or at least keep your options open
- which will develop skills, knowledge and attitudes useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.

Think about career options

Be aware that your choice of elective subjects now may affect your choices in Years 10 – Year 12.

Decide about a combination of subjects that suits you

You are an individual, and your needs and requirements in subject selection may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher

Be honest about your abilities and realistic with your occupational aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly, if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

Be prepared to ask for help

If you need more help, then ask for it. Make use of the school subject selection program. Look at the resources suggested in this booklet. Even after following these suggestions, you and your parents may be a little confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people available - Teachers, HODs, Guidance Officer, Deputy Principal and Principal. Don't be afraid to seek their assistance - they are all prepared to help you. You'll be doing yourself a favour.

Subject Selection Process for Students

- Subject selection information will be available online from Week 5
- Read subject information and discuss any questions with your teachers
- Discuss your subject choices with your parents/carer
- Choose your subjects on OneSchool (oslp.eq.edu.au – or use the link from our website)
- OneSchool subject selections close**, 3pm Friday, 21st November** (Week 7 of Term 4).

What happens next?

Elective classes will be reviewed in terms of student numbers.

- If a class is too full several options are considered including the following:
    - Potentially creating another class
    - Having some students choose another subject
- If a class has too few students the class may not run, requiring those students who have selected the subject to choose again.

How will we decide who gets to stay in a full subject and who gets asked to choose again?

- Our first approach will be to use student's current results for effort and behaviour in similar subjects they currently study.

How will we communicate any changes with students/parents?

- Any student who is required to change a subject they initially chose for Year 9 will take home information detailing any changes.

Finalising classes

Toward the very end of the year, students in Year 8 will be given a printout of the subjects they will study in Year 9.

Changing elective subjects in Year 9

- It is expected that students will study their elective subject for the semester.
- A change of elective subject will only be considered on a case-by-case situation at the end of a term.

Subject Selection Structure – Year 9

Highfields State Secondary College

Subject Selection Structure - 2026 Year 9 Subject Selection

Number of Lines: **7** Additional Preferences: **1**

Mandatory KLAs:

Student Instructions:
All Year 9 students will study English, Mathematics, Humanities, Science and HPE (Health & Physical Education). You will study TWO elective subjects.

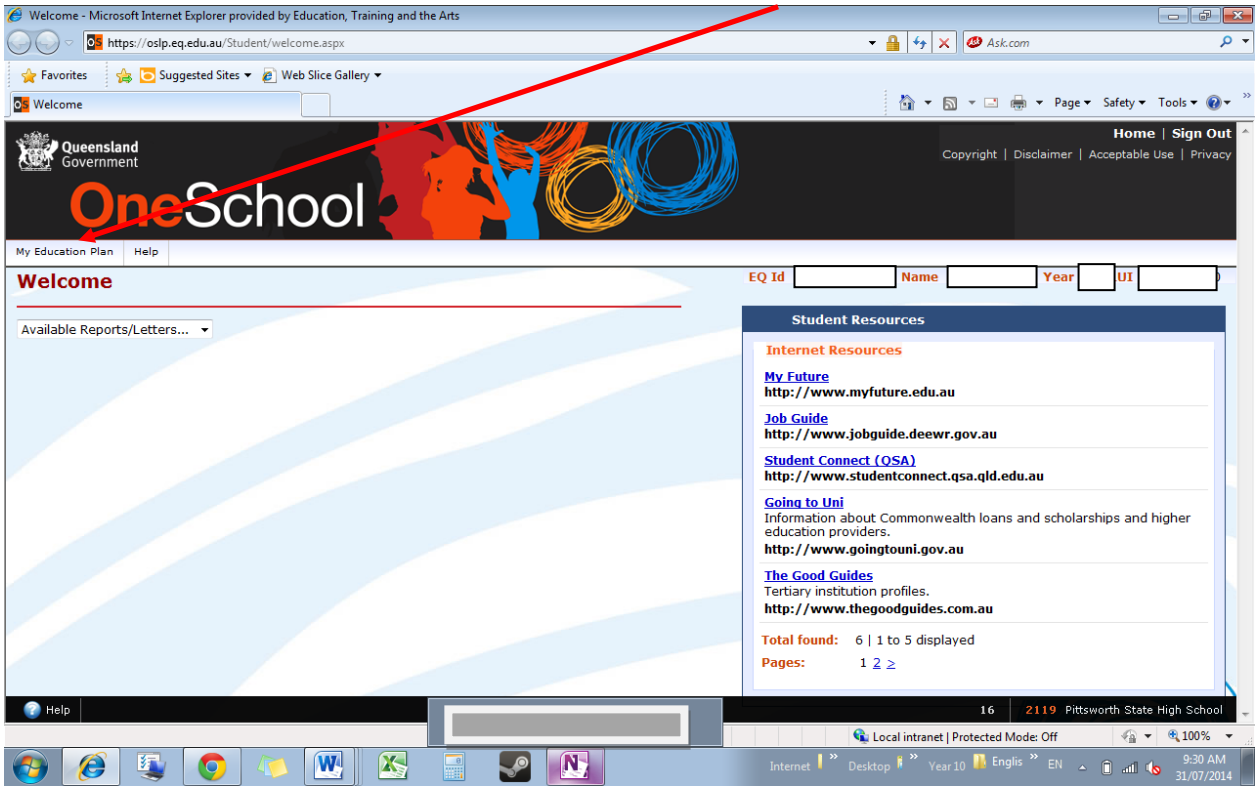
Please select one subject in each line.

You will also need to select one additional elective subject preference before finalising your selections.

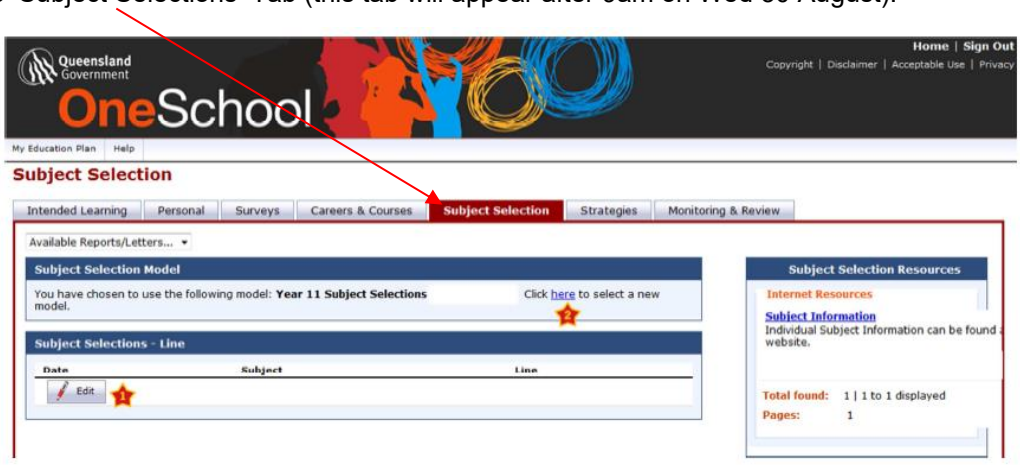
Line 1	☐ English		
Line 2	☐ Mathematics		
Line 3	☐ Humanities		
Line 4	☐ Science		
Line 5	☐ Business Studies	☐ Dance	☐ Digital Technologies
	☐ Drama	☐ Industrial Design and Technology	☐ Japanese
	☐ Media Arts	☐ Textiles and Food Studies	☐
Line 6	☐ Health and Physical Education		
Line 7	☐ Agricultural Science	☐ Industrial Design & Technology Extension	☐ Industrial Design and Technology
	☐ Music	☐ Textiles and Food Studies	☐ Visual Arts

How to Choose Your Subjects - OneSchool

Log into OneSchool via oslp.eq.edu.au and click on 'My Education Plan'.

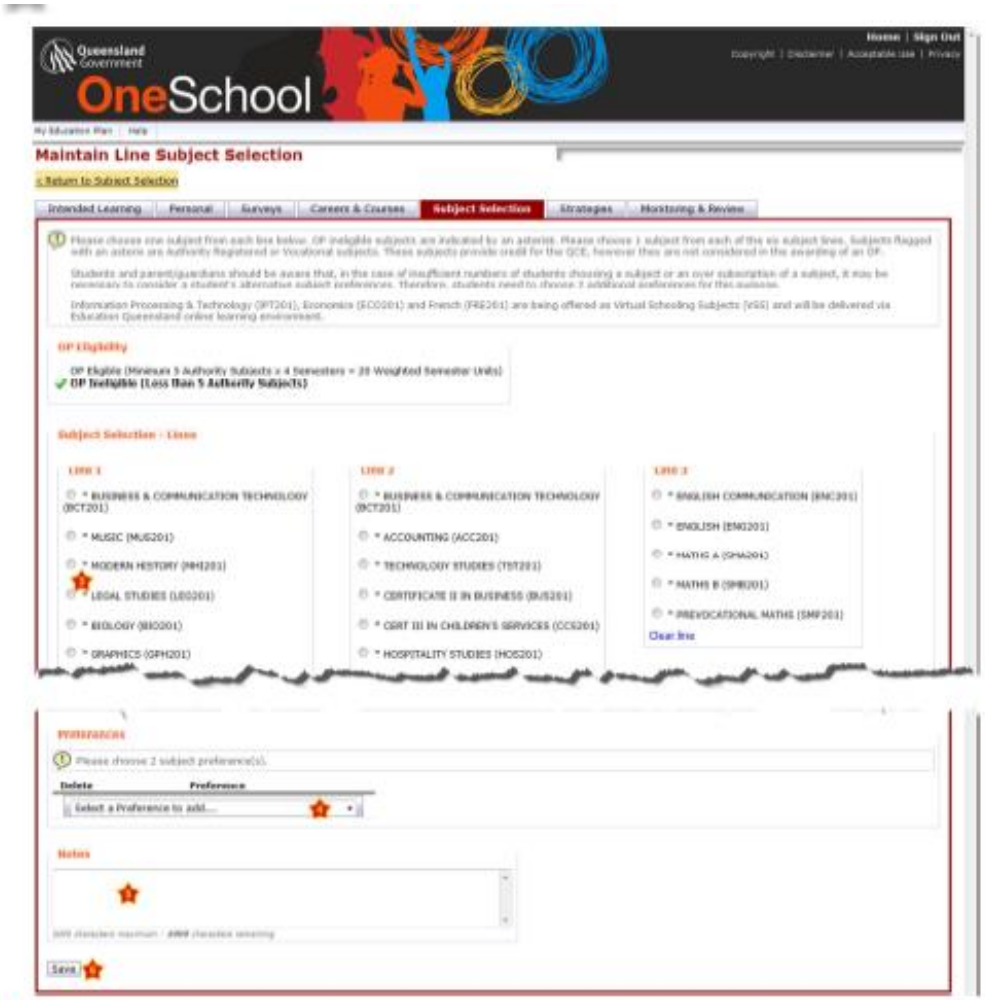


Click on the 'Subject Selections' Tab (this tab will appear after 9am on Wed 30 August).



1 **Edit** – click to add you subject selections

2 If Edit does not appear, **Click here** to select the selection model

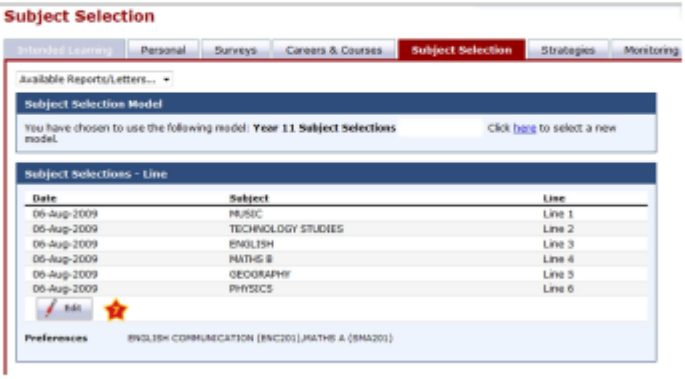


3 **Lines** – use the radio buttons or checkboxes to make your choices

4 **Preferences** – use the dropdown to select preferences

5 **Notes** – type in any notes required

6 **Save** – click to save your selections



7 **Edit** – Click to edit selection choices

Stationery List - Year 9, 2026

Please note: A list of additional items may be distributed if required at the start of the school year.

General – All Subjects
1 x scissors
1 x 40g glue stick
1 x plastic ruler (no metal rulers)
2 x red, blue and black pens
2 x HB, 2H, 4H and 2B pencils
1 x pencil eraser
1 x packet of 12 coloured pencils
1 x packet of 12 coloured felt pens
1 x highlighter pen pack
1 x pencil sharpener
1 x USB drive (32GB recommended)
1 x corded headphones (adjustable volume)
4 x whiteboard Markers (Red, Blue, Black Green)
9 x A4 lecture pads
8 x display folders
1 x mouse
1 x large pencil case
Leather shoes black as per uniform)

Mathematics
1 x TI-30XB Multiview Scientific Calculator
1 x protractor
1 x compass
1 x 2mm Grip Graph Pad- 40 leaf

Science
1 x TI-30XB Multiview Scientific Calculator
1 x 2mm Grip Graph Pad - 40 leaf

Industrial Design and Technology
1 x Botany Book (128 pages)
4 x HB pencils

Textiles and Food Studies
1 x Botany Book (128 pages)
1 x large sewing box (plastic utility/tool box – named)
1 x packet of sewing pins
1 x packet assorted hand sewing needles
1 x quick-unpick
1 x fabric marking pen or tailors chalk
1 x tape measure
Material and thread (advised at the beginning of each term)
Weekly food ingredients (advised at beginning of each term)

Media Arts
1 x Gold SD card verbatim 32GB
Adobe Creative Cloud Subscription (approx $10 organised by the school)

Dance
1 x Black Jazz shoes

Drama
1 x Rehearsal Blacks (black trackpants/leggings & plain black t-shirt)

Music
1 x Music book (including manuscript)

Visual Art
1 x A4 visual diary
2 x 4B, 6B pencils

Agricultural Science/Practices
1 x TI-30XB Multiview Scientific Calculator
Steel capped boots
HSSC school hat

HSSC Curriculum Pathway Overview

SUBJECT AREA	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 & 12	RECOMMENDED PREREQUISTES
ENGLISH	English	English	English	English	English	Minimum **B** in English
					Essential English	Minimum **C** in English
					Literature	Minimum **B** in English
					English and Literature Extension	Yr. 12 only – min B in Yr. 11 English
MATHS	Maths	Maths	Maths	Maths	Specialist Mathematics	Minimum **A** in Maths 10A
					Mathematical Methods	Minimum **B** in Maths 10A
					General Mathematics	Minimum **B** in Maths Core
					Essential Mathematics	Minimum **C** in Maths Core
SCIENCE	Science	Science	Science	Science in Practice	Science in Practice	Minimum **C** in Science in Practice
			Science Enrichment	Science	Biology	Minimum **C** in Science, Maths and English
					Chemistry	
					Physics	
					Psychology	
			Agricultural Science	Agricultural Science	Agricultural Science	Minimum **C** in Agricultural Science, Maths & English
			Agricultural Practices	Agricultural Practices	Agricultural Practices	Minimum C in Agricultural Practices
HUMANITIES	Humanities	Humanities	Humanities	Humanities	Geography	Minimum **B** in Humanities and English
					Ancient History	Minimum **B** in Humanities and English
					Modern History	Minimum **B** in Humanities and English
					Early Childhood Studies	Minimum **B** in Humanities and English
	Civics	Economics and Business	Business	Business	Legal Studies	Minimum **B** in Humanities and English
					Business	Minimum **C** in Humanities
					Business Studies	Minimum **B** in Humanities and English
HEALTH & PHYSICAL RECREATION	Health & Physical Education	Health & Physical Education	Health & Physical Education	Physical Education	Physical Education	Minimum **B** in Physical Education
				Health	Health	Minimum **C** in Physical Education
					Cert II Outdoor Education	Minimum **C** in Junior HPE subject
				Sport and Recreation	Cert III Fitness	Minimum **C** in Junior HPE subject
					Sport and Recreation	Minimum **C** in English
TECHNOLOGY	Industrial Technology and Design	Industrial Technology and Design	Industrial Technology and Design	Industrial Technology and Design	Furnishing	Minimum C in Junior ITD, Maths and English
					Cert II Engineering and Construction	
					Design	
					Fashion	
	FEAST	Textiles and Food Studies	Textiles and Food Studies	Textiles and Food Studies	Hospitality Studies	Minimum **C** in Junior TXF, Maths and English
					Early Childhood Studies	Minimum **C** in English
eLEARNING	Digital Technology	Digital Technology	Digital Technology	Digital Technology	Digital Technology	Minimum **B** in Digital Technology
					Information Communication Technology	Minimum **C** in Digital Technology
ARTS	Dance	Media Art	Dance	Dance	Dance	Minimum **C** in Junior Arts Subject
	Drama	Visual Art	Media Art	Media Art	Film, TV and New Media	Laptop compatible with Premier Pro
					Media Arts in Practice	Minimum C in Media Arts
			Music	Music	Music	Minimum **C** in Junior Arts Subject
	Music		Visual Art	Visual Art	Visual Art / Visual Arts in Practice	Minimum **C** in Junior Arts Subject
			Drama	Drama	Drama	Minimum **C** in Junior Arts Subject
JAPANESE	Japanese	Japanese	Japanese	Japanese	Japanese	Key: Core Subjects: General Subject; applied Subjects; Certificate Courses

Core Learning Year 9

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Units	**Unit: Australian Representations** In this unit, students listen to, read and view literary and non—literary texts featuring different perspectives of Australia's peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity. **Unit: Creating speculative fiction** In this unit, students listen to, read and view information texts and speculative fiction texts. Students use their knowledge of literary texts to create a speculative fiction short story, using a stimulus. Students also examine and experiment with the features of hybrid texts and apply their knowledge of how authors create different levels of meaning in their writing to transform their speculative short story into a hybrid text. **Unit: Evaluating themes and characters in a novel** In this unit, students will read a novel to understand how representations of themes, issues and characters are constructed. They read, listen to and view texts that build their understanding of the ways text structures and language features construct representations in novels. **Unit: Exploring ethical issues in a drama text** In this unit, students read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students analyse a drama text to explore themes of human and cultural significance and interpersonal relationships. Students examine the representations of issues in a drama text and create an interview script that explores an ethical issue.
Assessment	Assessment may include: • Speculative fiction short story • analytical exposition • persuasive writing • comprehension examination • narrative • spoken monologue

Mathematics

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt.

The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Units	**Unit: Real Numbers, and Linear and Non-Linear Relationships** Students solve rates problems, simplify rates, identify additive and multiplicative patterns in direct proportion, and represent rates graphically and algebraically. They calculate gradient, calculate the distance between two points on a Cartesian plane using Pythagoras' theorem, and calculate the midpoint of a line segment. **Unit: Measurement** Students calculate the area of composite shapes, calculate the surface area and volume of right prisms and cylinders, solve problems involving the surface area and volume of right prisms and cylinders, and apply reasoning around volume to design a rainwater collection system for a school. **Unit: Algebra and Geometric Reasoning** Students expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations and find x- and y- intercepts of parabolic functions. They describe the conditions of similarity, draw scaled enlargements, determine scale factors, interpret scale drawings, and assess the similarity of triangles using tests and investigate scale and area. **Unit: Pythagoras and Trigonometry** Students apply Pythagoras' Theorem to check if a triangle is acute, right or obtuse, determine unknown side lengths of right-angled triangles and solve problems involving right-angled triangles. They apply naming conventions for sides of right-angled triangles, use similarity to investigate the constancy of the sin, cos and tan ratios, investigate patterns in trigonometric ratios, calculate trigonometric ratios using known angle or side length values, calculate unknown side lengths in right-angled triangles, solve problems using trigonometry, and calculate unknown angles in right-angled triangles. **Unit: Statistics** Students consolidate types of statistical variables, collect primary and secondary data to investigate statistical questions, calculate, interpret and describe statistics from both raw data and data representations using non-digital and digital resources, construct histograms and back-to-back stem-and-leaf plots and use statistical knowledge to draw conclusions. **Unit: Index Notation, Binomials and Financial Mathematics** Students use index notation, convert index notation to expanded notation, investigate the index laws, simplify expressions using the index laws, convert numbers from scientific notation to standard decimal form, and use index laws to solve problems involving scientific notation. They expand and simplify binomial expressions, apply the index laws to expansion and investigate special cases of binomial expansion. Students use the simple interest formula, and solve problems using simple interest. **Unit: Chance** Students determine outcomes of two-step chance experiments using tree diagrams and arrays, assign probabilities to outcomes, calculate relative frequencies, determine probabilities of events (including those involving 'and' and 'or' criteria), organise data and determine relative frequencies in Venn diagrams and two-way

	tables, and investigate data used in media reports (estimate population means and medians and evaluate the validity of statistics used). **Unit: Modelling Relationships in Index Notation and Linear and Non-Linear contexts** Students express numbers using scientific notation and perform operations using the index laws. They investigate very large and very small time scales, express time scales using metric prefixes and scientific notation, and convert units of time using the index laws. Students examine how to model relationships between variables and link algebraic, and make graphical and tabular representations of those relationships.
Assessment	Assessment may include: • Supervised Assessments • Diagnostic Tasks • Modelling and Problem Solving Tasks

Science

The Australian Curriculum: Science has three interrelated strands: *Science Understanding, Science as a Human Endeavour* and *Science Inquiry Skills*. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Science is important for understanding the world and it is vital for those students who are considering studying the Year 11 & 12 subjects of Agricultural Science, Biology, Chemistry, Physics and Psychology or an area of University study within a scientific field.

Semester One	Students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They analyse how the periodic table organises elements and use it to make predictions about the properties of elements. Students describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. Students engage in ecological data collection within field study opportunities. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.
Semester Two	Students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review. Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.
Assessment	Assessment may include: • Data tests • Student experiments • Research investigations • Term and Semester Examinations
Special Subject Requirements	• Enclosed leather shoes are compulsory for all experiments.

Humanities

In Year 9, Humanities is divided into three units of work across the four terms. In terms one and two students study History, in term 3, students study Geography, and in term 4, students study Civics. This allows students a taste of all subjects ahead of subject selection for Year 10.

The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this Year level involves two strands: Historical Knowledge and Understanding and Historical Skills and these strands are interrelated

The Year 9 Geography unit provides an opportunity for students to investigate 'biomes and food security. 'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

The Year 9 Civics curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

The civics and citizenship content at this Year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Unit	**History** **Unit: The Industrial Revolution** The following content is taught as part of an overview for the historical period: • the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia • the emergence and nature of significant economic, social and political ideas in the period, including nationalism. The depth study investigates how life changed in the period from 1750 to 1914 through the study of the Industrial Revolution. The study includes the causes and effects of the Industrial Revolution, and the Australian experience **Unit: World War 1** This depth study investigates the first major world war, in which powerful nation-states vied with each other for economic and political supremacy. Australia had only been a nation for thirteen years when war broke out in Europe and the Australian Imperial Forces (AIF) were committed to fight for the 'Mother Country'. Many politicians saw the war as a chance for Australia to prove itself on the world stage. On the battlefields of Gallipoli and on the Western Front the resourcefulness,

	heroism and bravery of the Australian soldiers helped to personify the Anzac legend. The lasting legacy of the war was the death of a generation of young men. It marked a significant turning point in the formation of the Australian national identity, embodied in the Anzac legend. **Geography** **Unit: Biomes and Food Security** This unit of work allows students to explain how geographical processes change the characteristics of places. They will analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They will predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students will analyse alternative strategies to a geographical challenge using environmental, social and economic criteria. **Civics** **Unit: Examining how Australia's Political and Legal Systems Enable Change** This unit of work allows students to evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They will explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They will analyse a range of factors that influence identities and attitudes to diversity. They will reflect on how groups participate and contribute to civic life.
Assessment	Assessment may include: • Response to stimulus or content examination • Research essay • Source analysis examination

Health and Physical Education

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The curriculum is organised into two content strands — *Personal, social and community health* and *Movement and physical activity.* Each strand contains content descriptions which are organised under three sub-strands.

Health Units	**Unit: Respectful Relationships** In this unit students identify what respectful relationships are and how empathy and ethical decision making contribute. Students examine the changes they are going through as their sexuality and/ OR identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/ OR disrespectful relationships on health and wellbeing. They evaluate situations and propose appropriate responses, as they reflect on possible outcomes and make decisions in relationship contexts. **Unit: Sustainable Health Challenge** In this unit students identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern. **Unit: My Social Responsibility** In this unit, students explore public health and advertising campaigns to determine their effectiveness on adolescent choices about using alcohol and other drugs. Students examine norms and stereotypes surrounding adolescent alcohol and drug use. They investigate information about alcohol and other drugs; standard drinks; blood alcohol concentration and alcohol and drug laws. Students also examine scenarios and use the decision making process to be able to make smart choices in regards to alcohol and other drug use. **Unit: Active Aussies** In this unit, students explore a range of training methods and training principles which will help guide them in their decision making about how physical activity can help them to reach the goals that they set for themselves.
Movement Units	**Unit: Strike Out** In this unit students will evaluate their own and/ or others' performance of movement skills used in striking and fielding games. They will make their judgments and provide feedback using criteria based on the elements of movement – effort, space, time, objects and people. They will use the criteria and feedback to refine their performance. The use of ICTs to video performances is encouraged in this unit. **Unit: Space Invaders** In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games. **Unit: Navigator** In this unit, students will work collaboratively with a partner to develop orienteering skills and strategies and to design orienteering challenges. They will apply orienteering skills and strategies to locate obvious and more difficult controls in orienteering challenges. **Unit: Moving More Matters** In this unit, students explore Australia's Physical Activity and Sedentary Behaviour Guidelines, cardiovascular endurance, strength and muscle endurance movements that can be done almost anywhere and anytime, and how to monitor and regulate their effort / intensity. They plan and perform a fitness workout that has been designed for a confined space and evaluate it as an intervention to improve fitness and physical activity levels in their community.
Assessment	Assessment may include: • Research tasks, Collections of work, Physical performance

Year 9 Elective Subjects

Agricultural Science

Year 9 Agricultural Science is an elective course that enables students to develop an understanding of environmental, social and economic factors affecting the Australian agricultural industry. It focuses on the interactions, development & management of sustainable and marketable plant & animal enterprises.

	Semester 1	Semester 2
Units	**Animal Science**- In this unit students will conduct an experiment to analyse and consider the effectiveness of different types of nutrition on poultry. Students will begin to develop an understanding of poultry digestion, basic animal handling, animal health and welfare, management practices, as well as new innovations within the poultry industries. Students will be required to identify a range of breeds and recognise the adaptive physical features of poultry related to their commercial use. Identify and describe the main anatomy of a chicken. Describe and explain breeding systems such as incubators vs naturally breeding. Define and describe factors that influence animal production such as diseases and management practices. **Plant Science** - In this unit students will begin to develop an understanding of broadacre cropping. Students will begin to understand the commercial value of broadacre cropping to the national and international markets for Australia. Students will be required to identify a range of crops that are grown in Australia, in particular winter crops grown on the Darling Downs. Label the anatomy of plants, recall and remember plant physiology. Explain control methods for common pests and diseases in plant production. Evaluate plant nutritional requirements. Execute plant husbandry tasks such as weeding, fertilising, watering.	**Animal Science** – In this unit students will focus on rearing calves, students will explore the Cattle industry, the careers it supports, current and future sustainability issues that it is managing and the technologies involved. Caring for and monitoring the calves will be essential to their learning about the dairy industry. They will visit a farm to observe the technical advances made in relation to calve rearing and relate it to their own experiences. They will examine such advances in relation to the sustainability to the Australian cattle industry. **Plant Science** - In this unit students will begin to develop an understanding of the horticultural industry. Students will investigate the structure and function of parts of the plant. They will begin to distinguish features of monocots and dicots. Students will also begin to describe and explain a life cycle for a selected regionally significant horticulture crop. Students will begin to identify the major nutrients and minor nutrients that are required for plants to achieve optimum growth and development.
Areas Assessed	1. describe and explain scientific concepts, theories, models and systems and their limitations 2. apply understanding of scientific concepts, theories, models and systems within their limitations 3. analyse evidence 4. interpret evidence 5. investigate phenomena 6. evaluate processes, claims and conclusions 7. communicate understandings, findings, arguments and conclusions	1. describe and explain scientific concepts, theories, models and systems and their limitations 2. apply understanding of scientific concepts, theories, models and systems within their limitations 3. analyse evidence 4. interpret evidence 5. investigate phenomena 6. evaluate processes, claims and conclusions 7. communicate understandings, findings, arguments and conclusions
Focus Event		• Cows Create Careers
Special Subject Requirements	• Leather boots • School hat • Travel by bus to and from the WAFSC – Cost involved	• Leather boots • School hat • Travel by bus to and from the WAFSC – Cost involved

Agricultural Practices

Year 9 Agricultural Practices is an elective course that enables students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

	Semester 1	Semester 2
Units	**Animal Studies**- In this unit students will participate in a poultry investigation. Students will begin to develop an understanding of feeding systems, nutritional considerations, factors effecting feed intake and water quality and quantity. Students will be required to identify a range of breeds and recognise the adaptive physical features of poultry related to their commercial use. Identify and describe the main anatomy of a chicken. Describe and explain breeding systems such as incubators vs naturally breeding. Define and describe factors that influence animal production such as diseases and management practices. **Plant Studies** - In this unit students will begin to develop an understanding of broad-acre cropping. Students will begin to understand the commercial value of broad-acre cropping to the national and international markets for Australia. Students will be required to identify a range of crops that are grown in Australia, in particular winter crops grown on the Darling Downs. Label the anatomy of plants, recall and remember plant physiology. Explain control methods for common pests and diseases in plant production. Evaluate plant nutritional requirements. Execute plant husbandry tasks such as weeding, fertilising, and watering.	**Animal Studies** – In this unit students will focus on rearing calves, students will explore the Cattle industry, the careers it supports, current and future sustainability issues that it is managing and the technologies involved. Caring for and monitoring the calves will be essential to their learning about the dairy industry. They will visit a farm to observe the technical advances made in relation to calve rearing and relate it to their own experiences. They will examine such advances in relation to the sustainability to the Australian cattle industry. **Innovative Agricultural Industries** - In this unit students will begin to develop an understanding of different innovative and emerging industries. Topics will include crocodile, apiary, kangaroo, camel farming. Students will begin to understand that different animal products can be produced from stock and that successful animal industries are run as businesses.
Areas Assessed	• Knowing and understanding • Analysing and applying • Planning and evaluating	• Knowing and understanding • Analysing and applying • Planning and evaluating
Focus Event		• Cows Create Careers
Special Subject Requirements	• Leather boots • School hat • Travel by bus to and from the WAFSC – Cost involved	• Leather boots • School hat • Travel by bus to and from the WAFSC – Cost involved

Business Studies

Knowing how to manage our ***personal finances*** is one of the most important and challenging features of everyday life. It is a core skill in today's world. It affects our quality of life, the opportunities we can pursue, and our sense of security and the overall economic health of our society. Effective consumer and financial education empowers students in the face of social, economic and moral challenges. In Year 9 Business Studies, students have the opportunity to learn how to manage their finances and plan for needs and wants, the language of money, how to navigate the ever-changing consumer and financial landscape, their rights and responsibilities as consumers in a modern society and the wider impact of everyday consumer and financial decisions and to develop a range of enterprising behaviours.

	Semester 1	**Semester 2**
Units	**Unit - Competing as a business in the global community** *Key questions:* • How do participants in the global economy interact? • How does creating a competitive advantage benefit business? In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical national, regional or global economics or business issue. The economics or business issue investigated will enable students to: explain the role of the Australian economy in allocating and distributing resources within the broader Asian and global economy; analyse why and how participants in the global community are dependent on each other; and explain why and how businesses seek to create and maintain a competitive advantage in the global market. **Unit – Marketing for a small business** In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar regional issue. The economics or business issue investigated will enable students to: explain the role of marketing in the economy, the allocating and distributing resources within the region; analyse why and how participants in the community are dependent on each other; and explain why and how businesses seek to create and maintain a competitive advantage in the global market.	**Unit - Managing financial responsibilities – risks and rewards** *Key questions:* • What strategies can be used to manage financial risks and rewards? • What are the responsibilities of participants in the workplace and why are these important? In this unit, students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical personal, local or national economics or business issue. The economics or business issue investigated will enable students to: explain why and how people manage financial risks and rewards in the current Australian and global financial landscape; and examine the roles and responsibilities of participants in the changing Australian or global workplace. **Unit - Changing place of work** Students will develop their understanding of the changing work environment and their roles and responsibilities as an employee. Students will investigate the role industrial organisations and government play in the work environment and their legal obligations to protect the rights of the employer and the employee. Key terms include: superannuation, taxation, safe work and minimum working conditions, awards and agreements.
Assessment	• Short Response Test • Research: Extended Written Response - Marketing Plan • Multimodal Response - Marketing Video – 30 second TV advertisement	• Research: Statement of Advice Report (Written) • Multimodal Response: ASX Fundamental Analysis and Evaluation • Short Response/Extended Response Test
Focus Event	• Marketing Research of Local Business	• ASX Share Market Game
Special Subject Requirements	• USB required for every lesson • Access to computer required every lesson	• USB required for every lesson • Access to computer required every lesson

Dance

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Units	**Unit 1: Musical Theatre** In this Unit, students will make and respond to dance by exploring their personal dance style through the study of Musical Theatre. They will compare the genres of Broadway Jazz and Cabaret on stage and in film and how they aim to communicate a choreographic intent. Students will choreograph, perform and analyse Musical Theatre dance in a film context. They will understand how the Dance Elements including choreographic devices, choreographic form and production elements together create a choreographic intent. Students will practice and refine technical skills to develop proficiency in Broadway Jazz and Cabaret techniques combined with associated expressive skills. Key Learning: • Elements of Dance- Action, Space, Time, Dynamics, Relationships • Safe Dance Practice- warm up • Jazz, Tap & Cabaret dance technique • Practical exploration of choreographic devices & form • Manipulating sequences using elements of dance • Practical exploration of technical and expressive skills • Using props within dance • Analysis of Musical Theatre on film – dance sequences • Musical Theatre history and origins • Dance analysis- description, interpretation, evaluation • Practical exploration of dance concepts and skills - contexts, viewpoints and choreographic devices and form - abstraction, contrast, motif, repetition, transition, unison, variation, binary, chance, literal, narrative, rondo, ternary
	Unit 2: Contemporary Dance in Australia In this Unit, students will make and respond to dance by exploring their personal dance style through the study of Contemporary Dance in Australia to communicate a choreographic intent. Students will improvise to find new movement possibilities and explore personal style by combining elements of dance and structure dances using movement motifs, choreographic devices and form to communicate intent. They will practice, refine and perform dances with technical skills to develop proficiency in genre and style specific techniques. Students will evaluate their own choreography and analyse a range of dance works from contemporary and past times to explore differing viewpoints and enrich their future practice. Key Learning: • Elements of Dance- Action, Space, Time, Dynamics, Relationships • Safe Dance Practice- warm up and anatomy • Contemporary Dance technique (Australian choreographers and companies)

<table>
<tr><td></td><td colspan="6">

Dance analysis- description, interpretation, evaluation
Development of choreographic intent to communicate a social, political or personal meaning
Practical exploration of dance concepts and skills - contexts, viewpoints and choreographic devices and form - abstraction, accumulation, additive, canon, contrast, embellishment, fragmentation, instrumentation, inversion, motif, repetition, transition, unison, variation, binary, call & response, chance, climax, literal, narrative, organic, rondo, ternary, theme & variation

</td></tr>
<tr><td>Assessment</td><td colspan="6">Assessment will include:</td></tr>
<tr><td></td><td>
<table>
<tr><th>Task No.</th><th>Task 1</th><th>Task 2</th><th>Task 3</th><th>Task 4</th><th>Task 5</th><th></th></tr>
<tr><td>Technique</td><td>Performance</td><td>Project - Choreography</td><td>Extended Response</td><td>Project - Choreography, Performance and Intent statement</td><td>Exam</td><td></td></tr>
<tr><td>Mode</td><td>Practical</td><td>Practical and written</td><td>Written</td><td>Practical and written</td><td>Written</td><td></td></tr>
<tr><td>Conditions</td><td>Small group of 2-4
Performance: 1–3-minute continuous sequence</td><td>Choreography: 45 seconds - 1.5 mins per student
Choreographic Statement: 400 words or spoken 2-3 minutes.</td><td>Extended response 400–600-word essay</td><td>Small group of 2-4
Performance: 1–3-minute continuous sequence.
Choreography: 45 seconds - 1.5 mins per student
Choreographic Statement: 400 words or spoken 2-3 minutes.</td><td>Up to 90 minutes, plus 10 minutes planning, completed in a single allocation of time, or over several lessons, under supervised conditions.
Extended response 400 - 600 words</td><td></td></tr>
<tr><td>Criteria Assessed</td><td>PP1</td><td>CM1, ER1</td><td>ER1 & 2</td><td>PP1, CM1, ER1</td><td>ER1 & 2</td><td></td></tr>
</table>
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</table>

Digital Technologies

Modern technology is rapidly evolving, giving individual's greater access to knowledge and information on many varieties of digital platforms. In the study of Digital Technologies, students develop and demonstrate the knowledge and practices necessary to operate effectively with information-rich environments. Students are taught to engage with technology to understand how to work analytically, creatively, and ethically with information in collaborative environments. The Digital Technologies strand of the Australian Curriculum focuses heavily on analytical problem solving, using practical skills to design, think and innovate in the development of digital solutions.

Units are subject to change pending student numbers and combined classes.

<table>
<tr><td>Units</td><td>Introduction to C#
This unit will cover the processes of console application development including aspects of, code structure, variable operation, selection and iteration, C# syntax and the social and ethical issues associated with programming.

Game Development
This unit will focus on the object orientation paradigm, scaffolding on top of the procedural console code written in Intro to C Derived Programming Unit.
Students will use the syntax programming skills, such as code structure development, variable definitions and use, selection and iteration and conditional statements.</td><td>Software Development
In this unit students will use algorithms and an object-oriented programming language to design and create WPF Windows applications to solve an identified problem.
Learn XAML UI layout/design language
C# syntax using the .NET framework
Programming minor in class projects
Project Management
This unit will have students create a term-based project from two supplied project proposals that outline either a game written in Greenfoot or Application written in C#. Learning opportunities will include:
examining existing apps and developing backward project design documents
studying agile software development cycle used in real-world projects
exploring and evaluating solutions and information systems that create information from open data
design use case diagrams, flow chart diagrams and prototype designing</td></tr>
<tr><td>Pre-requisites</td><td colspan="2">Minimum 'C' academic result in Year 8 Mathematics is highly recommended</td></tr>
<tr><td>Areas Assessed</td><td colspan="2">Knowledge and Understanding
Processes and Production Skills</td></tr>
<tr><td>Special Subject Requirements</td><td colspan="2">BYOD laptop (Windows PC)
Personal Microsoft Account for Visual Studio</td></tr>
</table>

Drama

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Through Drama, students learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about drama.

Units	**Unit 1: Hybridity of Form and Movement** This unit focusses on the extension of the skills and abilities relating to the elements of drama and theatre conventions. Students will view, analyse and interpret a selection of theatre styles intended to present a singular message to an audience. Through combining different theatre styles around a single idea allows students the ability to present this message at different levels and with different outcomes. Students will explore the use of body and movement as a means for storytelling through the creation of character and narrative. This will be achieved through the medium of Commedia Dell'Arte. • Styles: Verbatim theatre, mime, Tableaux, Cinematic, non-linear, Commedia Dell'arte, Basel. • Movement: creating character non-verbal, narrative through action, analysis of indigenous performance through movement (able to be incorporated into scripts but not performed). • Stereotypes and performance to create character. • Theatre as a social voice: using selected modes and styles to convey a singular idea (personal and social).
	Unit 2: Shakespeare and Greek Theatre In this unit, Students will make and respond to drama by exploring and analysing heritage texts (Shakespeare, Greek Theatre). Students will learn the importance and necessity of Symbol, Mood, Movement and Space for drama to exist through engaging with theatre styles that emphasise the role that environment plays in creating dramatic meaning. Students will engage with published plays and a recorded performance which will assist in understanding of the dramatic elements. Students will also perform a traditional Australian First Nations' story through the conventions of Greek Theatre. • Styles: Elizabethan Theatre, Cinematic Theatre - transposing of theme and meaning into contemporary context, maintaining traditional techniques. • Working as theatre practitioner and manipulating the elements of drama through a combination of theatrical techniques

Assessment

Task No.	Task 1	Task 2	Task 3	Task 4
Technique	Project - devise drama	Performance	Extended Response	Performance
Mode	Multimodal	Practical	Written	Practical
Conditions	1 minute per person, up to 200 words per person, up to 10 annotated images (total)	1-3 minutes, 2-3 people per group, improvised scenes based on stimulus.	Extended response 400 - 600 words	1-3 minutes
Criteria Assessed	E&R 1, 2, C&M	P&P	E&R 1, 2	P&P

Industrial Technology and Design (ITD)

Year 9 students will have the opportunity to design, produce and evaluate a range of design solutions utilising various materials and technologies. Students will be exposed to a range of technologies including: traditional (hand and power tools and static machinery) and emerging technologies (3D printing and Computer Numeric Control (CNC) milling.) They develop criteria for success and use these to judge the suitability of their design ideas and processes. Students apply project management skills to manage production processes. Students develop the ability to work independently and safely.

Units	**Unit: Storage Solution** This unit that will enable students to engage with tools and processes used in the production of a Lolly Machine whilst actively following workplace health and safety procedures in a workshop environment to solve a closed design brief. Students will learn critical construction techniques including marking out and assembly. This project will require students to develop their skills using the design process to create an design solution. **Unit: Led Lamp** This project requires students to develop critical construction techniques used in the construction and design process of the LED lamp. Students will follow safe working practices and use timber technologies to create a LED lamp. The focus of this unit will be to examine critical construction processes as well as the design process needed for the LED lamp. Students will present ideas using digital solutions.	**Unit: Tool Box / Carry All** This project requires students to construct a Junior Hacksaw to solve a closed design brief. Students will learn construction techniques including marking out, manipulation of materials and assembly methods. Students will actively engage in safe working practices whilst learning the construction processes. Students will have the ability to produce customised design options as part of the planning in the design process. **Unit: Bird Feeder** This unit that will enable students to engage with tools and processes used in the production of a Bird feeder whilst actively following workplace health and safety procedures in a workshop environment to solve a closed design brief. Students will learn critical construction techniques including marking out, material manipulation and assembly techniques. This project will require students to develop their skills using the design process to create an individual design solution.
Areas Assessed	Projects – Lolly Machine, Led lamp • Knowledge and Understanding • Processes and Production Skills	Projects – Tool Box and Bird Feeder • Knowledge and Understanding • Processes and Production Skills
Special Subject Requirements	• Leather Shoes required for every lesson • Pencil (HB)	

Industrial Design and Technology Extension

Units	**Industrial Graphics** This unit will allow students to discover the importance of Graphics and its application to engineering. Students will be able to explore fundamental graphic principles including pictorial drawing (Isometric and Oblique), orthogonal drawing and the use of technical language. Throughout this unit students will be introduced to: • folio design, organisation and set up • technical language and standards • freehand sketching • geometric constructions and tangency • recognise draw and develop basic geometric shapes • orthogonal drawing • CAD layout basics and CAD tools • presentation of portfolio layout and contents • pictorial drawing and rendering. **Solar powered car** In this unit, students will engage in learning experiencing using emerging technologies such as laser cutting, 3D printing and CNC routing to produce a model solar powered car. Students will design their product using their knowledge of the design process, then test and evaluate their design in speed and structural integrity. Students will be introduced to: • the design process • CAD layout and tools • CAD processes • Theory of solar power • Emerging technologies • folio/presentation skills • sketching techniques • technical language and standards.
Assessment	**Assessment – Project Folio** **Hydraulic Arm** This unit will allow students to learn about the theory and application of dynamics and movement. Students will be able to explore the fundamentals of motion including degrees of freedom and the transmission of forces through both liquid and solid objects. Students will be engaged through a variety of learning experiences including the creation of a hydraulic arm to perform challenging tasks. Throughout this unit students will be introduced to: • theory of basic hydraulics • constructions techniques

	• visualisation of forces • technical language and standards • freehand sketching • geometric constructions and tangency • CAD basics and tools • pictorial drawing and rendering. **Assessment – Project** **Mecatronics** In this unit, students will be provided the opportunity to design and develop a range of projects including models and simulations of solutions to real-world problems. Students will be able to use a combination of mechanical and electronic knowledge to produce designs while incorporating the following course elements: • mechatronics • research & analysis of information • CAD • team collaboration and management • coding • constructions techniques • design processes • folio design, organisation and set up • technical language and standards. **Assessment – Folio of Work**
Areas Assessed	• Knowing and Understanding • Analysing and Applying • Producing and Evaluating
Special Subject Requirements	NIL

Japanese

A key aspect of the curriculum involves understanding the cultural dimension that shapes and is shaped by Japanese language. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in intercultural experiences, to develop new ways of seeing and being in the world, and to understand more about themselves in the process. Students will be assessed on the four skills of: Reading, Writing, Listening, and Speaking

Units	**Unit: Put it in Writing** In this unit, students will continue to strengthen their knowledge of the hiragana script. In addition to the hiragana script, students will also build their knowledge of kanji script. In this unit, students will develop their knowledge of Japanese vocabulary and language functions relating to their transport and travel. These include but are not limited to: • State the day of the week a sport is played • State that they play/do a particular activity • State likes/dislikes • Modes of transport • State where you will go • Verbs – go, come, return, walk and play • Days of the week – kanji • Tense form of verbs – present, past and negative Students will exam both traditional and modern Japanese sport.
	Unit: Teen in Australia and Japan In this unit, students will continue to develop their language skills across all four skills. The language functions and vocabulary will relate to school life and include the following: • Subjects • Like/ dislikes/hates • Abilities – good at, bad at • Timetable –what period? • Activities in free time • Verbs – basic verbs and sentence structure • Describing people and activities using adjectives – past and present Students will also examine the life of a typical Japanese teenager.

	Unit: When is it? In this unit, students will continue to develop their knowledge of Japanese vocabulary and language functions. This unit's language functions and vocabulary relate to a person's daily routine and include: • days and dates • daily routines • telling the time • Past tense of verbs/ adjectives • Travel, hobbies and sports(revision) • Katakana – introduction Students will also explore the daily of life of a Japanese person
	Unit: Eating Out and Shopping In this unit, students will continue to develop their knowledge of spoken and written Japanese. The language functions featured covered in this unit include: • Food types – traditional and western styles • Ordering food • Counters – general and specific • Money • Describing food – expensive, cheap, delicious etc • Expressing decision making • Joining adjectives • Kanji and katakana consolidation Students will also explore Japanese cuisine and the cultural expectations associated with eating at a restaurant in Japan.
Assessment	Assessment may include: • Composition of text (Eg writing letters, emails and blogs) • Comprehension of written text (Reading articles, letters, texts) • Comprehension of spoken texts (listen to conversations and recordings of Japanese speakers) • Oral presentations and role plays (Spoken Role Plays, multimodal presentations)

Media Arts

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Students learn to be critically aware of ways that the media are culturally used and negotiated and are dynamic and central to the way they make sense of the world and of themselves.

Units	**Unit 1: Video Killed the Radio Star** This unit focuses on the codes and conventions of media and the music video genre. In this unit, students make and respond to media arts by exploring the institutions, languages and technologies involved in the design, production and consumption of dialogue scenes, conceptual and performance music videos. Students will produce a dialogue scene and storyboard. Students will consider viewpoints as they experiment with traditional genres and styles to create new, or hybrid works for a purpose. Students will critique, evaluate and respond to a range of performance and conceptual – narrative and non-narrative – music videos, deconstructing technical and symbolic codes and conventions of the genre. Students will develop and refine media production skills to integrate and shape the technical and symbolic elements in visual texts for a specific purpose, meaning and style. Students will refine their use of production skills by working collaboratively to ensure that work meets expectations. Students will develop their understanding of the production processes and expectations of media institutions across different contexts. Students will explore the communication of cultural and social values in Australian music videos, such as those by Aboriginal and Torres Strait Islander artists, for consideration in their own work. They will maintain safety in the use of technologies and in interaction with others, including the use of images and works of others and maintain ethical practices and consider regulatory issues when using technology.
	Unit 2: I Need a Hero This unit focuses on the codes and conventions of superhero media products. In this unit, students make and respond to media arts by exploring the languages, institutions, audiences, representations and technologies involved in the creation, distribution and consumption of superhero media productions. Students consider viewpoints as they experiment with superhero conventions in designing and producing a superhero scene. Students analyse and evaluate a range of superhero scenes from different social and cultural contexts. Students enrich their understanding of superhero media products by viewing, responding to and making superhero content. Students develop and refine media production skills to integrate and shape the technical and symbolic elements in visual texts for a specific purpose, meaning and style. Students refine their use of production skills by working collaboratively to ensure that work meets expectations. Students develop their understanding of the production processes and expectations of superhero franchises in media institutions. Students maintain safety in the use of technologies and in interactions with others, including the use of images and works of others.

Assessment	Assessment will include:					
	Task No.	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Task 5**
	Technique	Making	Making	Responding	Making	Responding
	Mode	Project	Pre-production	Case Study	Production	Written Exam
	Conditions	moving image - up to 3 minutes Up to 3 still images	8 frames	400-600 words	Treatment: up to 600 words (Individual) Production: up to 3 minutes (Individual or Group)	up to 90 minutes, plus 10 minutes planning, 400-600 words
	Criteria Assessed	C&M, P&P	C&M, P&P	E&R	C&M, P&P	E&R

Music

Students learning music listen, perform and compose. They learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Aural skills development is essential for making and responding to a range of music while listening, composing, and performing. Learning through Music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity.

Units	**Unit 1: Make it Modern** This unit focuses on diatony and the concepts of major and minor, keys and tonalities. Students explore a wide range of musical styles and genres and examine how the manipulation of musical elements links to different stylistic characteristics. They understand the construction of chords and how chords can be used to harmonise melodies and melodies written to suit chords. Students can analyse music to determine chord patterns. Students compose a segment of a pop song based upon the common "four chord" pattern and perform basic chordal rhythmic patterns on drum guitar, guitars and keyboards. Students use their knowledge of musical styles and genres to classify musical works. Key Learning: Perform, read, write and create using the following elements: • Pitch: d & l centred melodies, accidentals, diatony - major and minor (natural, harmonic, melodic) scales, tone & semitone patterns in scales, key signatures, major and minor chord charts, common chord progressions, fitting melodies to chords and chords to melodies, passing and neighbour notes, bass clef • Duration: simple metre/time signatures, dotted rhythms, syncopation, bpm, simple/compound time, English tempo instructions • Structure: Pop/rock structure, 12 bar blues • Texture: melody-led homophonic • Timbre: Acoustic and electric instruments associated with rock/pop • Expressive Devices: pp - ff, crescendo, diminuendo • Other: Guitar, drums, various styles - blues, rock, pop, swing, latin, reggae etc., Sibelius/Musescore basics
	Unit 2: The Evolution of Music In this unit, students will explore the historical development of Western music, tracing the evolution of musical styles, forms, and technologies from the Medieval period through to the 21st century. Students will investigate how cultural, social, and technological changes have influenced the creation and performance of music over time. Through listening, analysis, performance, and composition activities, students will gain an understanding of key musical characteristics, instrumental developments, and stylistic innovations of major musical periods. They will also examine how composers and performers have responded to changing artistic and technological contexts across history. Key Learning (in addition to key learning from Semester 1): Perform, read, write and create using the following elements: • Pitch: 7th/9th chords and added note chords, sus chords, intervals, word painting, • Duration: compound metre/time signatures, triplets and tuplets as encountered in repertoire, text setting • Structure: binary, ternary, ritornello, theme and variations, sonata • Texture: - monophonic, homophonic, polyphonic • Timbre: - orchestral instruments • Expressive Devices: increased vocabulary as encountered in repertoire

Assessment	Assessment may include:					
	Task No.	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Task 5**
	Technique	Performance	Composition	Extended Response Exam	Composition	Project – performance and musicology
	Mode	Practical	Practical	Written	Practical	Practical and written/spoken
	Conditions	1 – 3 minutes	12 – 16 bars Up to 40 seconds Statement: 50 – 200 words	Up to 90 minutes 10 minutes planning 400 – 600 words	12 – 16 bars Up to 40 seconds Statement: 50 – 200 words	Written: 400 – 600 words Spoken: 2 – 3 minutes Performance: 1 – 3 minutes
	Criteria Assessed	PP1, PP2	ER1, CM	ER1, ER2	ER1, CM	ER1, ER2, PP1, PP2

Textiles and Food Studies

Food and Textile Technology promotes the development of skills which will be effective in personal, family and community life. The skills taught in Food Technology units include healthy food choices, practical cookery, food service and organisation and management. Textile technology allows students the opportunity to gain satisfaction from the successful production of practical items.

Units	Students will complete Three terms exploring **food technology** and will study a variety of practical cookery experiences and prepare and cook food for a variety of audiences. A study will be made of the main food groups and their contribution to good health. Demonstrations and individual take home cookery are key components of this unit. Topics covered over the course of study include: • Kitchen safety & Hygiene and procedures • Nutrition models • Identify sources, nutrient value and cookery techniques • Select, plan and prepare nutritious foods for target groups • Write and follow work plans • Evaluate own practice • Explore the nutritional needs of individuals • Tastes of The world Part 1/ Includes study of coffee and coffee prep skills • Investigate ways of improving the nutritional status of target groups Students will complete one term exploring **textile technology** and be involved in practical work each week which will require students to supply materials, fabric and some basic equipment from home. In this unit students will select and sew an item of clothing for themselves such as a simple skirt or a pair of shorts. Developing skills in understanding and using a basic commercial pattern will be another advantage of studying this unit. Students will become aware of the nature and origins of textile fibres and fabrics with which they work, enabling them to make informed choices about fabrics and patterns and to correctly care for their own clothes. Students will be required to supply the fabric and some basic sewing equipment for the items they make at school.
Areas Assessed	Types of assessment include: skill check, self and peer evaluation, project/assignment • Knowledge and Understanding • Processes and Production Skills
Focus Event	
Special Subject Requirements	• Each week students will bring home class cooking and hence will require to bring ingredients for class. • Materials will be required to be purchased for sewing including special subject book list requirements.

Visual Art

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Units	**Unit 1: Abstract & Figurative (Mythical creatures & Self)** This unit focuses on students developing 3d and 2d skills through the study and development of abstract and figurative. Students will study Indigenous mythical creatures and develop their own using clay. Students will also complete a folio on self. Key Learning: • Introduction to marking criteria; making and responding • Focus elements, line, value, shape, form, texture • Develop and explore a number of media techniques: drawing (wet and dry processes), acrylic painting (colour mixing and application) and ceramics (WHS, building techniques, three-dimensional composition) • Identify, analyse, evaluate and apply an understanding of appropriation • Identify and apply formal conventions of composition (principles; balance, movement, variety, space) to communicate ideas to an audience • Research, evaluate and communicate through a multi-modal presentation a historical understanding of self-portraiture as a genre throughout diverse historical, social and political contexts, including contemporary and Indigenous Australian artworks, to identify the changes and continuity in the genre of self-portraiture • Select, analyse and evaluate representations of 'self' in the work of others to identify how artists make connections between ideas, visual conventions, practice, points of view and to act as inspiration for their own work • Reflect to identify their own connections between intention, process, technique, media, composition, conceptual development in order to develop a personal style • Independently design, plan and display a student-directed response to 'self' through an independent artwork and artist statement
	Unit 2: Political posters/ The art of books This unit focuses on the communication of points of view, ideas and stories through visual representations. Students will research a topic and complete a graffiti work and reflect on the work of Banksy and their influence. In Term 4, students will focus on curation of an exhibition for the local library. Key Learning: • Focus elements, shape, colour, space • Develop and explore a number of media techniques and processes: printmaking (WHS, stencil cutting, screen printing, spray can stencils, lino cutting), protest art (street art, political poster design, graphic qualities, symbolism) and artist books (2D and 3D manipulation of prints and mixed media) • Identify and apply formal conventions of composition (principles; contrast, movement, rhythm, space) to communicate ideas to an audience • Research and evaluate an understanding of printmaking, public art, protest art and artist books throughout diverse historical, social and political contexts, including contemporary and Indigenous Australian artworks • Identify and research a social, political or environmental issue as subject matter for a stencil and poster • Select, compare, analyse, evaluate and write an essay (exam conditions) that compares their own work to the work of a mentor artist in order to identify the connection between ideas, visual conventions, practice and points of view • Attend an excursion; Urban Walk, to gather source materials, observations and responses to the 'Material World' around them in preparation for making artworks

<table>
<tr><td></td><td colspan="7">• Design, plan and display a number of artworks and artist statements in response to ‘protest art’ and ‘artist books’
• Reflect to identify their own connections between intention, process, technique, media, composition, conceptual development in order to develop a personal style Design, plan and display a number of artworks and artist statements in response to ‘protest art’ and ‘Mixed Media Print Making’</td></tr>
<tr><td>Assessment</td><td colspan="7">Assessment may include:</td></tr>
<tr><td></td><td>Task No.</td><td>Task 1</td><td>Task 2</td><td>Task 3</td><td>Task 4</td><td>Task 5</td><td>Task 6</td></tr>
<tr><td></td><td>Task Title</td><td>Mythical masks</td><td>Self</td><td>Theory task</td><td>Political Posters</td><td>Banksy Exam</td><td>Australian Children's Books</td></tr>
<tr><td></td><td>Technique</td><td>Making</td><td>Making</td><td>Responding</td><td>Making</td><td>Responding</td><td>Making</td></tr>
<tr><td></td><td>Mode</td><td>Resolved Artwork</td><td>Experimental folio</td><td>Seen stimulus exam</td><td>Resolved Artwork</td><td>Exam - Response to Stimulus</td><td>Experimental Folio</td></tr>
<tr><td></td><td>Conditions</td><td>Display & Artist Statement (100 words)</td><td>Display & Artist Statement (100 words)</td><td>400 - 500 words</td><td>Collaborative Display & Artist Statement (100 words)</td><td>Open book, unseen question (400 - 500 words), 70 mins</td><td>Experimental Folio & Artist Statement (100 words)</td></tr>
<tr><td></td><td>Criteria Assessed</td><td>C + M1, 2, 3</td><td>E + R 1, C + M 1,2,3, P + P1</td><td>E + R 1, E + R2</td><td>E + R1, C + M1, 2, 3</td><td>E + R 1, E + R2</td><td>C + M 1, 2, 3, PP1</td></tr>
</table>

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