HIGHFIELDS STATE SECONDARY COLLEGE

Highfields State
Secondary College

Senior Secondary

Year 9, 2020

Subject Selection Handbook

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- Click REGISTER
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Parents set up a Flexischools account online and pre-load their account with funds. Student's can make purchases at the canteen by swiping their ID card at the register. The Register shows a photo of the student for security. Parents can view their student's purchases online and can set daily spending limits on the student's card.

For help call 1300 361 769

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- Removes paper orders and cash
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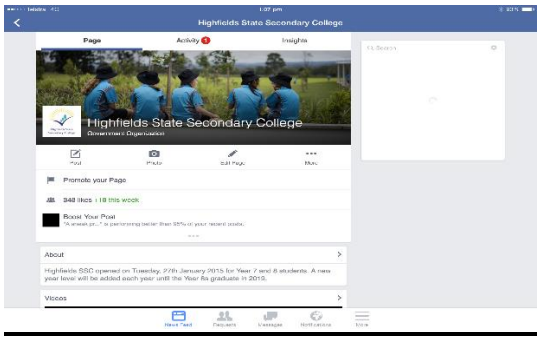
Online ordering is more convenient, providing a 24/7 payment and ordering system that can be accessed from home, work or a mobile device. No more fumbling around for coins in the morning or sending kids to school with excess cash, online orders are faster and more accurate giving parents' peace of mind that their order and payment is received accurately at school.



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https://highfieldsssc.eq.edu.au/Pages/default.aspx

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Contents

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. 2020 will see the first cohort of students graduate under the New Queensland Certificate of Education system in which students wishing to engage in tertiary study after school will need to be eligible to receive an Australian Tertiary Admission Rank.

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 acknowledge students' success in these areas on assembly each week with the presentation of Values Certificates.

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 2020 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 2020.

Scott Rowan

Principal

Term Dates 2020

Term 1 Tuesday	28 January, 2020	to	3 April, 2020
Term 2 Monday	20 April, 2020	to	26 June, 2020
Term 3 Monday	13 July, 2020	to	18 September, 2020
Term 4 Monday	5 October, 2020	to	11 December, 2020

Year 12 finishing date for 2020: 20th November 2020

Year 10 & Year 11 finishing date for 2020: 27th November 2020

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

	Monday - Friday
First Bell	8:45am
Form Class	8:50am – 9:00am
Period 1	9:00am – 10:10am
First Break	10:10am – 10:50am
Period 2	10:50am – 12:00pm
Period 3	12:00 noon – 1:10pm
Second Break	1:10pm – 1:50pm
Period 4	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. As a new school 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.

Behaviour Expectations

Students in years 7 to 9 are expected to follow our three College rules of 'Take Care of Yourself'; 'Take Care of Each Other'; and 'Take Care of This Place'. The expectation of all students is that their behaviour enables them and others to focus on learning.

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, History and Health and Physical Education (HPE).

Form

Form 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

Students in Year 9 are able to choose elective subjects to study for the year. Students will be able to choose from Business, Society and the Environment, Dance, Drama, Media Arts, Music, Visual Art, Japanese, Agricultural Science, Agricultural Practices, Textiles and Food Studies, Graphics, Engineering, Industrial Technology and Design, Science Enrichment as well as Information Communication and Technology.

Student Support

All students are catered for at Highfields State Secondary College. With our purpose built Student Support Centre the College is well positioned to cater for a diverse range of learning needs.

Extension Classes

Extension classes are available in English and Mathematics. The respective Heads of Department use a combination of student academic data to identify potential students for these classes.

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 Support Team

The Support 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 Support Team is able to organise one to one support as well as small group programs. The Support 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. Support Team staff must report these cases to the School Principal or his/her delegate. Appointments for members of the Support Team can be made at the Student Counter.

Guidance Officer

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

School Based Youth Health Nurse

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

Support Teachers

- 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)

- Assist ADF families transition into and out of the school.
- Integrate Defence families into school community.
- Source 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 Community Organisation (DCO) 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 on Mondays and Fridays of each week 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 three 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 Level Coordinator

Year level 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 particular 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

StyMie

Highfields State Secondary Colleges uses an anonymous reporting website called Stymie. Students can use Stymie to report any concerns regarding themselves or others. Concerns may relate to but are not exclusive to bullying, harm or self-harm. All Stymie reports are seen by the College leadership team.
www.stymie.com.au

VIVO Miles

Students are encouraged to action our College Values of Kindness, Persistence, Resilience, Respect and Responsibility and our College Rules of Take of Yourself, Take of Each Other and Take Care of This Place. Students may be rewarded by a member of staff through the awarding of VIVO Miles. VIVO Miles is an online reward systems by which students can collect reward points to be spent at the VIVO Shop.

https://www.vivoclass.com.au/#!home

College Camps

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

Parent and Community Involvement

There are multiple ways parents and the community can be actively involved in College Life. Junior Secondary students, as a general rule, like to see their parents or caregivers involved in College life. 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.

College Assemblies

Each week students attend assembly. Parents are welcome to and are encouraged to attend if possible. During Assemblies we recognise those students who are 'actioning' our college values through the awarding of our College 'Values Certificates'. We also acknowledge students' success in the areas of academic achievement and extracurricular activities.

Recognition Ceremonies

Student success is something we are very proud of at Highfields State Secondary College. In addition to the 'Values Certificates' awarded to students during regular 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. Specific information is available on our website and from the office around this program.

Instrumental Music

Highfields State Secondary College is beginning 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. Teamwork is essential.

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 pin board in the Arts Staffroom and on the wall outside the instrumental teaching rooms. It is the students' 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 twice in a term, they will be referred to the Head of Department – The Arts. Parents/Caregivers will also be contacted at this stage. Should this pattern continue, students will be asked to leave the program and return any items or instruments loaned.

Practice

Students are expected to undertake regular daily practice.

Instruments

It is preferred that students supply their own instruments. A limited number of instruments are available for hire from the school and may be loaned at the discretion of the instrumental teacher. Tuition is available in the following instruments:

Woodwind	Brass	Percussion
Flute	Trumpet	Drum kit
Clarinet	Trombone	Xylophone
Bass Clarinet	Euphonium	Glockenspiel
Alto Saxophone	Tuba	Auxiliary Percussion
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 course of 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

Instrumental music falls under the College's Student Resource Scheme. All students involved in the Instrumental Music program will be required to pay an instrumental levy. This levy is due at the end of Term 1 and is non-refundable. Students who wish to hire an instrument from the College will also be charged a hire fee. (non-refundable). Students involved in the ensembles may also be required to pay for bus travel to events such as TYME.

Forms

Application forms for participation in the Instrumental Music Program will be distributed at the Arts Signup Day, held at the start of each year. SRS forms will be distributed once initial interest and aptitude has been assessed and students have been allocated a position in the program.

Clubs

Staff at Highfields State Secondary College run a number of clubs during lunch breaks or after school for students. Clubs run include Choir, Vocal Ensemble, Musical, Drama, Dance, Japanese, Robotics, Gaming, Running, Soccer, Chess and Photography Clubs to name just a few. Homework club operates on a Thursday afternoon between 3.00pm and 4.00pm in the HSSC Resource Centre for Maths Core and Extension and English.

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 emailed home four times a year. Term one and term three are interim reports 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 available to parents online via their students OneSchool account. Students and parents can access their OneSchool account at oslp.eq.edu.au.

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.

In The Loop

'In the Loop' is a brief fortnightly email that is sent out in the opposite week to the newsletter and contains the following information:

- Upcoming events this week
- Next week
- Correspondence sent home
- Payments due
- Reminders

As a way of ensuring that parents can access copies of correspondence sent home each week, there is a link on the front page of the HSSC website which will take you directly to copies of current correspondence.

College Website

www.highfieldsssc.eq.edu.au

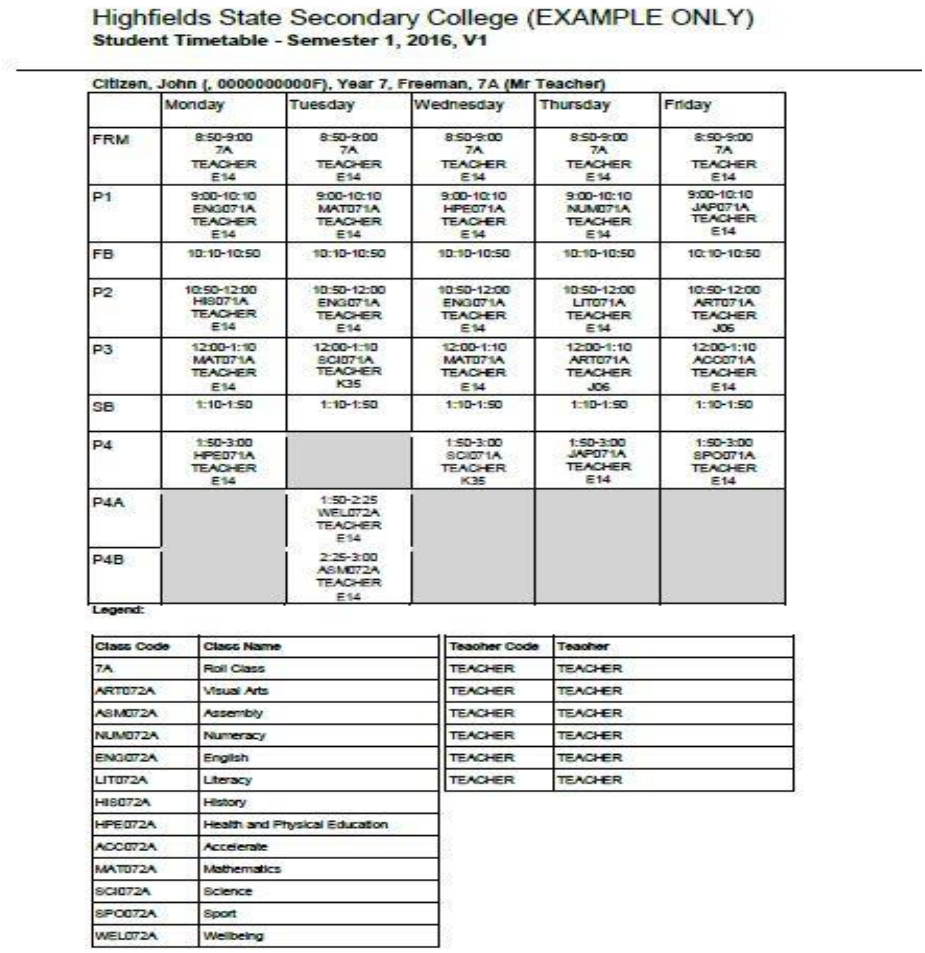
Facebook

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

Letters Home

Generally speaking 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 1, 2016, V1

Citizen, John (, 0000000000F), Year 7, Freeman, 7A (Mr Teacher)

	Monday	Tuesday	Wednesday	Thursday	Friday
FRM	8:50-9:00 7A TEACHER E14	8:50-9:00 7A TEACHER E14	8:50-9:00 7A TEACHER E14	8:50-9:00 7A TEACHER E14	8:50-9:00 7A TEACHER E14
P1	9:00-10:10 ENG072A TEACHER E14	9:00-10:10 MAT072A TEACHER E14	9:00-10:10 HPE072A TEACHER E14	9:00-10:10 NUM072A TEACHER E14	9:00-10:10 JAP071A TEACHER E14
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 HIS071A TEACHER E14	10:50-12:00 ENG072A TEACHER E14	10:50-12:00 ENG072A TEACHER E14	10:50-12:00 LIT071A TEACHER E14	10:50-12:00 ART071A TEACHER J06
P3	12:00-1:10 MAT071A TEACHER E14	12:00-1:10 SCI071A TEACHER K35	12:00-1:10 MAT071A TEACHER E14	12:00-1:10 ART071A TEACHER J06	12:00-1:10 ACC071A TEACHER E14
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 HPE071A TEACHER E14		1:50-3:00 SCI071A TEACHER K35	1:50-3:00 JAP071A TEACHER E14	1:50-3:00 SPO071A TEACHER E14
P4A		1:50-2:25 WEL072A TEACHER E14			
P4B		2:25-3:00 ASM072A TEACHER E14			

Legend:

Class Code	Class Name
7A	Roll Class
ART072A	Visual Arts
ASM072A	Assembly
NUM072A	Numeracy
ENG072A	English
LIT072A	Literacy
HIS072A	History
HPE072A	Health and Physical Education
ACC072A	Accelerate
MAT072A	Mathematics
SCI072A	Science
SPO072A	Sport
WEL072A	Wellbeing

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

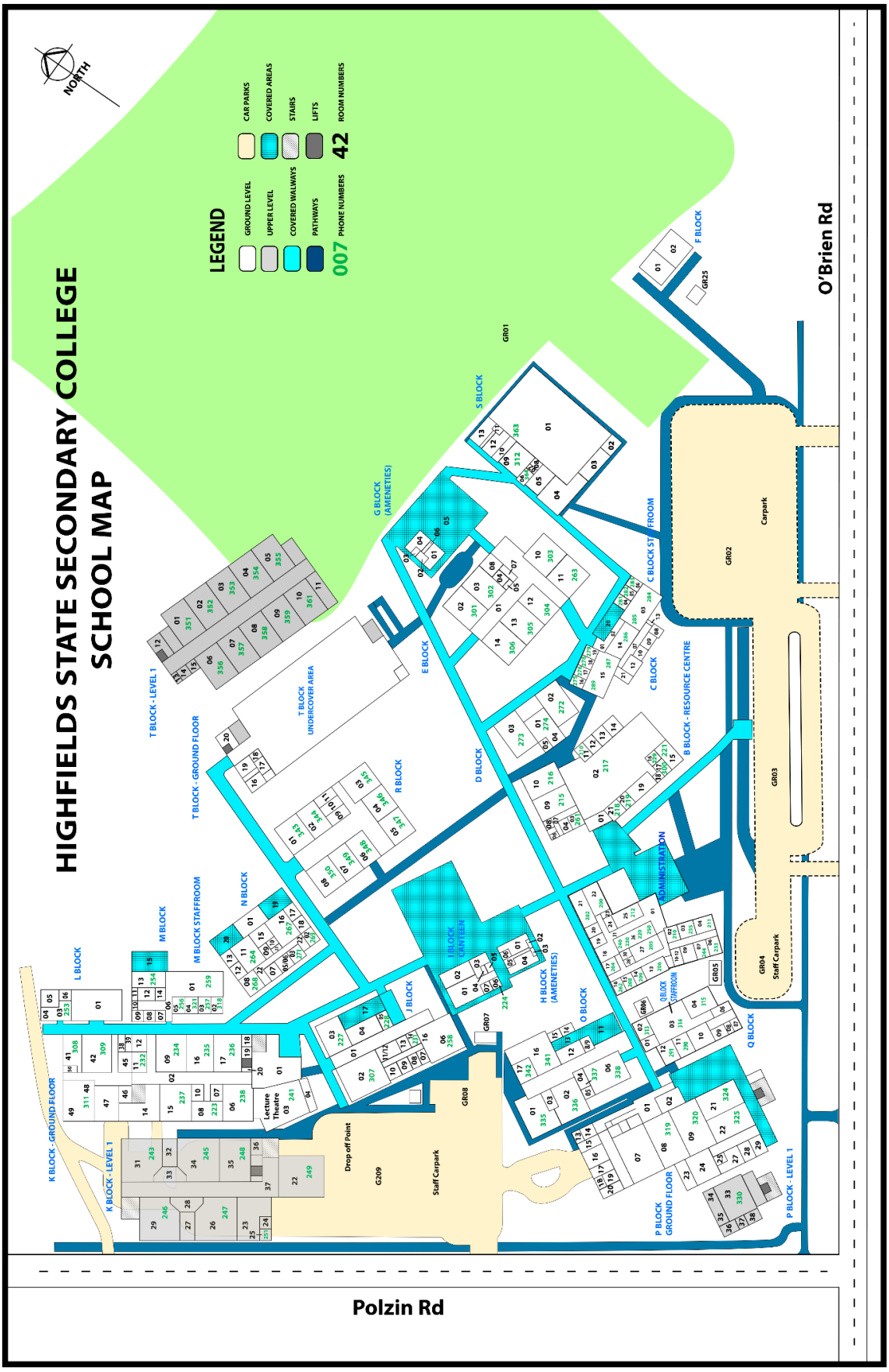
Religious Instruction

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 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.

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 the 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 with regard to 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 choice later in Years 11 and 12.

Make a decision about a combination of subjects that suits you

You are an individual, and your particular 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
- "all the boys or girls take that subject" (all subjects have equal value for males and females)

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.

2020 Subject Selection Process for Students

- Tuesday 22nd October – Subject Selection Evening
- 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)
- Subject selections close **Monday, 28th October at 9.00am.**

What happens next?

Elective classes will be reviewed in terms of student numbers.

- If a class is too full a number of 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

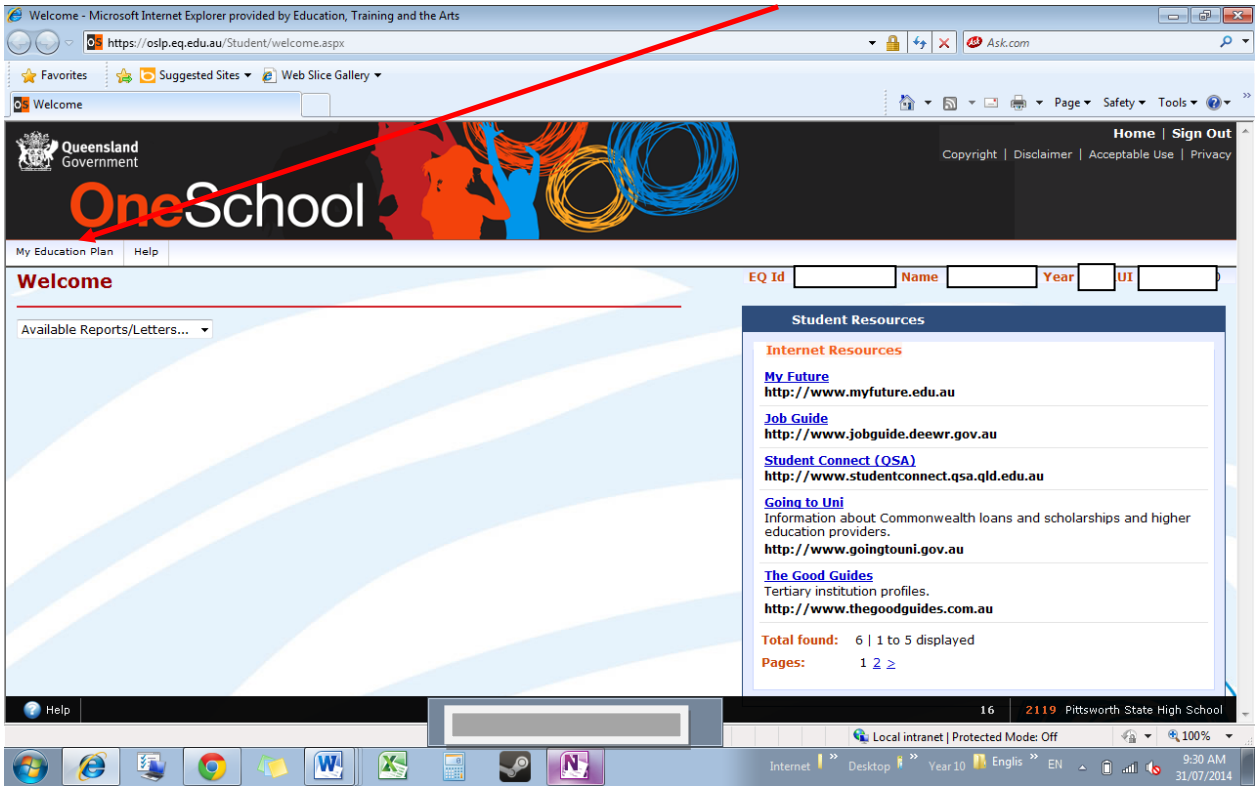
Toward the very end of the year students in Year 8 will be given a print out of the subjects they will study in Year 9.

Changing elective subjects in Year 9

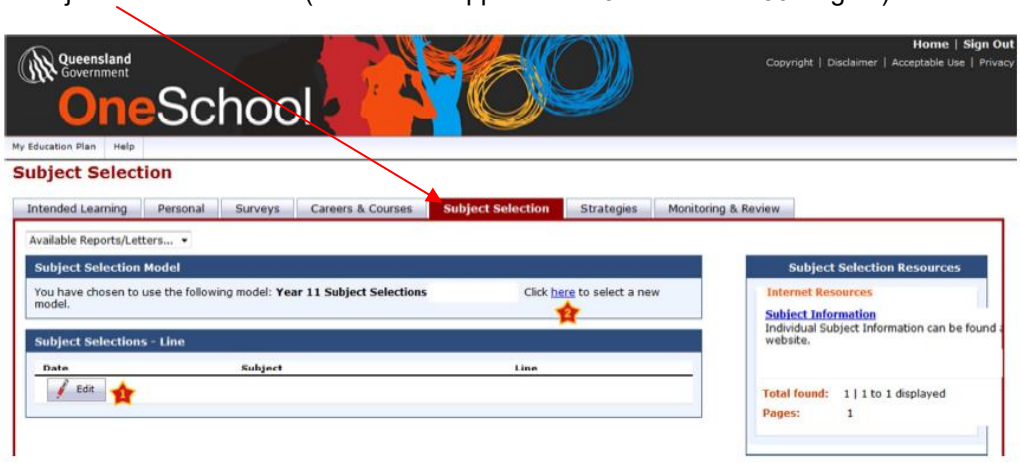
- It is expected that students will study their elective subject for the semester.
- A change of elective subject will only be considered on a case by case situation at the end of a term.

How to Choose Your Subjects - OneSchool

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

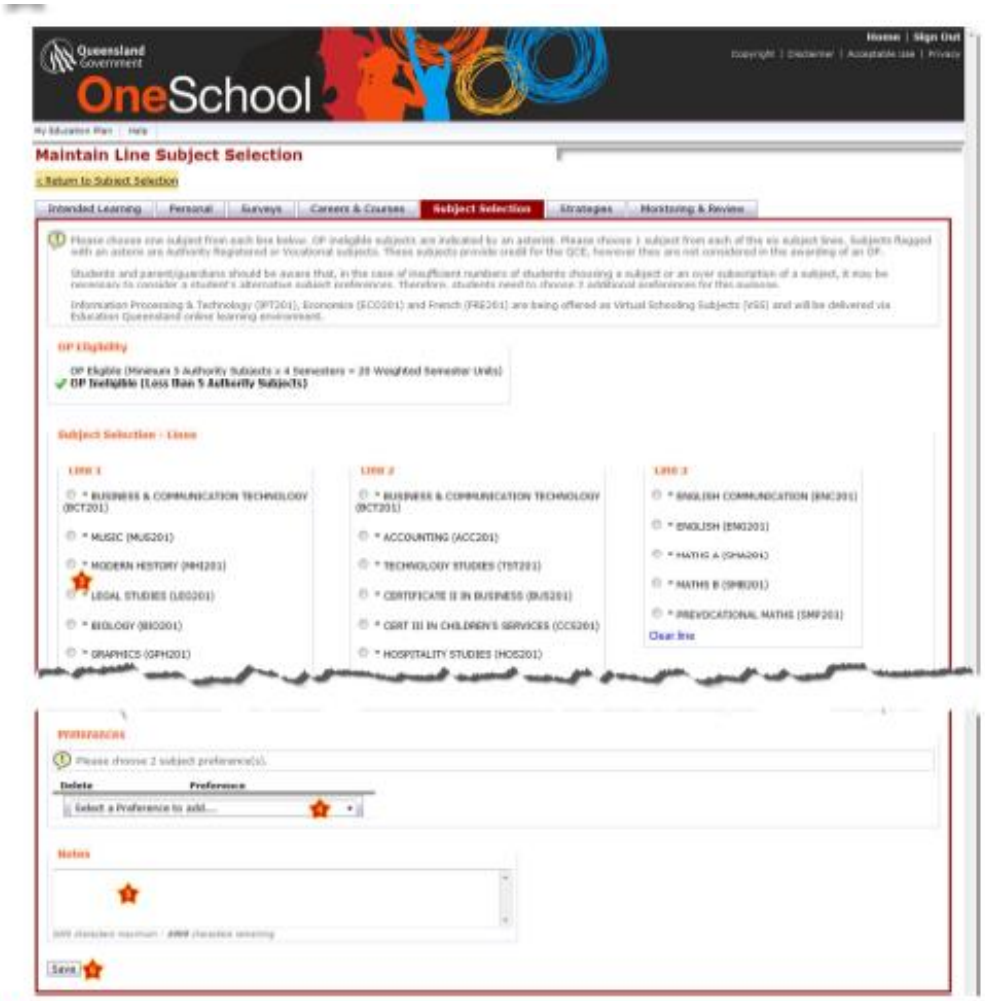


Click on the 'Subject Selections' Tab (this tab will appear after 9am on Wed 30 August).



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

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

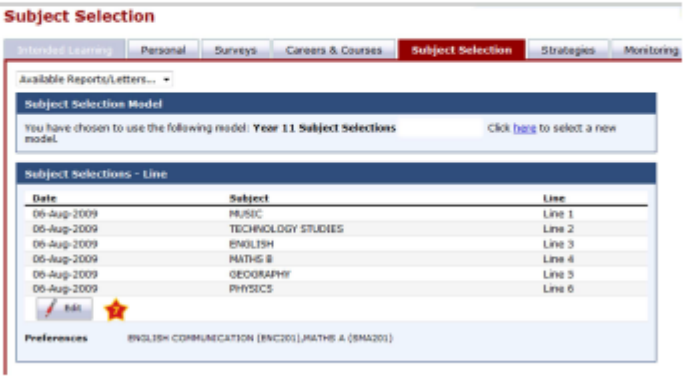


3 **Lines** – use the radio buttons or checkboxes to make your choices

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

Subject Selection Structure – Year 9

Highfields State Secondary College
Subject Selection Structure - Year 9 2020

Number of Lines: **8** Additional Preferences: **1**

Mandatory KLAs:

Student Instructions:
When selecting your subjects remember:
- Refer to your subject selection booklet for information on each subject.
- You can only choose a subject once, even if it appears on multiple lines.
- Choose subjects that you enjoy, have already had some success with or which will develop skills, knowledge and attitudes useful throughout your life.

You are also required to choose one additional preference should you be unable to study one of your chosen elective subjects.

Line 1	☐ Health and Physical Education		
Line 2	☐ Science		
Line 3	☐ English		
Line 4	☐ Mathematics		
Line 5	☐ History		
Line 6	☐ Agricultural Science	☐ Business Studies	☐ Drama
	☐ Industrial Technology and Design	☐ Japanese	☐ Science Enrichment
	☐ Visual Arts	☐	☐
Line 7	☐ Agricultural Practices	☐ Dance	☐ Digital Technologies
	☐ Engineering Technology	☐ Industrial Technology and Design	☐ Media Arts
	☐ Society and the Environment	☐ Textiles and Food Studies	☐ Visual Arts
Line 8	☐ Business Studies	☐ Drama	☐ Graphics
	☐ Industrial Technology and Design	☐ Media Arts	☐ Music
	☐ Science Enrichment	☐ Textiles and Food Studies	☐

Stationery List - Year 9, 2020

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 school dictionary

1 x Thesaurus

1 x USB drive (32GB recommended)

1 x headphones (adjustable volume)

4 x whiteboard Markers (Red, Blue, Black Green)

9 x A4 lecture pads

9 x display folders

1 x mouse

1 x large pencil case

Leather shoes black as per uniform)

Mathematics

1 x Sharp EL-531XHB-WH Scientific Calculator (don't buy any other brand due to limited functionality)

1 x protractor

1 x compass

Graph Paper

Graphics

1 x A4 visual diary

Textiles and Food Studies

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

1 x USB 3.0 minimum 16GB

Music

1 x music book (including manuscript)

Visual Art

1 x A4 visual diary

2 x 4B, 6B pencils

Agricultural Science/Practices

Steel cap boots

Long pants (preferably jeans)

Long sleeve shirts (work shirt)

Broad brimmed hat

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: Examining representations of Australia's peoples, histories and cultures** 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: Exploring different perspectives** In this unit, students listen to, read and view literary and non-literary texts, including those from and about Asia, to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs. **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 characters in a novel** In this unit, students will read a novel to understand how representations of characters and issues 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 • comprehension examination • narrative • imaginative interview script • oral presentation

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. Semester One Year 9 Core Science students will examine physical and chemical sciences, and in Semester Two, students will examine Earth sciences and chemical sciences.

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 or Physics or an area of University study within a scientific field.

Semester One	By the end of the first semester, students will be able to explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They will able to describe models of energy transfer and apply these to explain phenomena they observe in the world around them. Students will be able to design questions that can be investigated using a range of inquiry skills. They will 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 will be able to analyse trends in data, identify relationships between variables and reveal inconsistencies in results. Students will evaluate their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. By the end of Semester one, students will be able to evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences. Students will study the following concepts in Semester One; **Science Understanding** • All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms • Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed • Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer • Energy transfer through different mediums can be explained using wave and particle models **Science as a Human Endeavour** • Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries **Science Inquiry Skills** • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence • Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems • Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies • Formulate questions or hypotheses that can be investigated scientifically • Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods • Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately

	• Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations
Semester Two	By the end of Semester two, students should be able to explain global features and events in terms of geological processes and timescales. They will be able to analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They will be able to describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives. Students will be able to design questions that can be investigated using a range of inquiry skills. They will 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 will be able to analyse trends in data, identify relationships between variables and reveal inconsistencies in results. Students will evaluate their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. By the end of Semester two, students will be able to evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences Students will study the following concepts in Semester Two; **Science Understanding** • The theory of plate tectonics explains global patterns of geological activity and continental movement • Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment • Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems **Science as a Human Endeavour** • Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community • Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries • People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities • Values and needs of contemporary society can influence the focus of scientific research **Science Inquiry Skills** • Formulate questions or hypotheses that can be investigated scientifically • Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods • Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence

	• Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems • Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies • Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using
Assessment	Assessment may include: Data tests Student experiments Research investigations Unit Examinations
Special Subject Requirements	Enclosed leather shoes.

History

The Year 9 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.

Unit	**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: Making a nation** The depth study investigates the relationship between Europe and Australia in the period 1750 to 1918. At the beginning of this period, Aboriginal peoples' and Torres Strait Islander peoples' societies were characterised by particular social, cultural, economic and political features. However, by 1918, Australia had been dramatically transformed and impacted by the presence of Europeans, first through the establishment of penal colonies, and then through migration and the expansion of settlement throughout Australia. One of the key events during this time period was the Federation of Australia. The enactment of the 'White Australia' policy, along with the introduction of major social legislation, impacted on the living and working conditions of different groups within Australian society at the time, the effects of which continue to be felt today. **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.
Assessment	Assessment may include: • Research assignment • Examination • Multimodal presentation

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 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.

In addition to the overarching aims of the Australian Curriculum: The Arts, dance knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- Choreographic and performance skills and appreciation of their own and others' dances
- Aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- Respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

The Australian Curriculum: The Arts is comprised of two interrelated strands: *Making* and *Responding*

<table>
<tr><td rowspan="2">Units</td><td>Unit: Commercial Dance
In this unit, students will make and respond to dance by exploring their personal dance style through Commercial Dance in various contexts to communicate a choreographic intent. Students will choreograph, perform and analyse dance in a Commercial Dance context. Students will understand how the Dance Components including choreographic and structuring devices and production elements together create a choreographic intent. Students will develop and practice their technical skills in the style of Hip Hop, Breakdancing and Street Jazz.
Key Learning:
Elements of Dance- Space, Time, Dynamics, Relationships
Safe Dance Practice- warm up
Commercial Dance technique (Hip Hop, Breakdancing, Street Jazz)
Dance analysis- description, interpretation, evaluation
What is a Choreographic Intent in dance?
Practical exploration of choreographic and structuring devices</td></tr>
<tr><td>Unit: Ballet
In this unit, students will make and respond to dance by exploring their personal dance style through the study of Ballet, in particular Romantic Ballet and Russian Classical technique and ballet stories to communicate a choreographic intent. Students will practice and refine technical skills to develop proficiency in ballet and style specific techniques, including French terminology. Students will analyse a range of ballet dance works from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and consider dance in international contexts.
Key Learning:
Ballet technique and terminology
Safe Dance Practice
Difference between Romantic Ballet and Russian Classical (stylistic qualities)
Dance analysis- description, interpretation, evaluation
Different Ballet stories</td></tr>
</table>

	Unit: Tap In this unit, students will make and respond to dance by exploring their personal dance style through the study of Tap comparing Broadway to Modern to communicate a choreographic intent. Students will practice and refine technical skills to develop proficiency in tap and style specific techniques. They will choreograph, perform and evaluate their own work to inform future practice. Students will analyse a range of tap dance works from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and consider dance in international contexts e.g. Bootmen, Tap Dogs and Hot Shoe Shuffle. Key Learning: • Tap technique and terminology • Safe Dance Practice • Analysis of Broadway & Modern Tap dance styles • Tap history and origins - Irish influence and African American influence on tap dance • Dance analysis- description, interpretation, evaluation • Using props within dance
	Unit: Contemporary In this unit, students will make and respond to dance by exploring their personal dance style through the study of Contemporary Dance in Australia, America and the UK 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 from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts. Key Learning: • Contemporary dance technique and terminology • Safe Dance Practice • Analysis of Modern and Post-Modern Contemporary dance • Historical overview of Contemporary dance and its evolution from ballet • Choreographer study e.g. Isadora Duncan & Martha Graham
Assessment	Assessment may include: • Performance Task (pairs and small groups) • Choreography Task • Responding Task (written exam and/or essay)

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: Fusions and Physical Theatre** In this unit, students make and respond to drama by exploring contemporary Australian drama including Aboriginal dramatists and Torres Strait Islander dramatists and experimenting with linear and non-linear narrative structures and available theatre technologies. They also explore the role that the body plays in creating and presenting physical theatre through experimenting and performing in specific styles. Students will: • Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted contemporary Australian drama • Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and • Performance styles of contemporary Australian drama • Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of contemporary Australian drama styles and spaces, including • Structure drama, both linear and non-linear, to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements • Perform devised and scripted contemporary Australian drama, making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience • Evaluate how the elements of drama, forms and performance styles in devised and scripted contemporary Australian drama convey meaning and aesthetic effect • Analyse a range of drama from contemporary Australian drama to explore differing viewpoints and enrich their drama making, including drama of Aboriginal peoples and Torres Strait Islander peoples, and consider these styles of drama in relation to international contexts. • Structure physical theatre pieces through the style of Basel and perform these for peers
	Unit: Shakespeare and Cinematic Theatre In this unit, Students will make and respond to drama by exploring and analysing heritage texts (Shakespeare), analysing and critiquing professional theatre performances and devising and performing in Cinematic Theatre style to enhance their knowledge of the elements of drama and the role these play in narrative structure and entertainment. Students will: • Understand the world in which Shakespeare wrote (political climate, class system, religious implication on his writing) • Analyse Shakespearean Techniques • Analyse Shakespearean Themes • Participate in a group reading of one of Shakespeare's plays and identify his techniques and themes • Extend their knowledge of the play that is analysed by choosing a scene and reinterpreting the language and themes in a modern or contemporary context • When possible, view a performance (live or filmed) of the play that is analysed so that students may experience Shakespeare's works in a professional capacity

	• Attend a live theatre performance in which they will identify and analyse the elements of drama in the form of a critical response • Direct, rehearse and present a scene from the chosen Shakespearean play • Analyse the effect of cinema when incorporated into a theatrical environment • View professional cinematic theatre in order to further understanding of this medium in action • Create a personal cinematic theatre piece in collaboration with peers that encompasses all aspects of the genre
Assessment	Assessment may include: • Drama performances • Devising scripts • Devising performances • Written analysis • Direction of a scene

Engineering Technology

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

Graphics

The major emphasis of Graphics Technology is on students' actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer-based drafting technologies. Core graphics content includes: design factors, graphics principles and techniques, design, planning and construction and presentation. After completing foundation studies students will explore specific graphics related fields.

<table>
<tr><td>Units</td><td>Unit – Foundation studies
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.
Unit – Industrial Graphics (Product Design / Engineering)
Throughout this unit students will be introduced to:
visualise, measure and draw simple objects
produce freehand and mechanical pictorial representations
orthogonal drawings
apply AS1100 standards to represent features, dimensioning
use CAD to produce engineering drawings</td><td>Unit– Built Environment Design (architecture – home, commercial and government)
Throughout this unit students will be introduced to:
using scale to produce site plans, floor plans and elevations
representations of architectural features
architectural rendering and shadow techniques
Architectural pictorial views, axonometric, Plano metric and 1 and 2 point perspective.
Unit – Graphic Design (logos, advertising, publications)
Throughout this unit students will be introduced to:
graphic design principles to areas of communication
research development and use of icons, logos and fonts
package and brochure design and layout
use of colour and reproduction techniques
• Presentation of artwork and multimedia.</td></tr>
<tr><td>Areas Assessed</td><td colspan="2">Folio of work and exams</td></tr>
<tr><td>Special Subject Requirements</td><td colspan="2">A4 Sketch Pad
Pencil (HB)</td></tr>
</table>

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 – Clock Design Challenge** This unit that will enable students to engage with tools and processes used in the production of a Mantle Clock 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 individual design solution. **Unit – Folding Chair Project** This project requires students to develop critical construction techniques used in the construction of timber projects. Students will follow safe working practices and use timber technologies to create a folding timber chair. The focus of this unit will be to examine critical construction processes.	**Unit – Sheet Metal Challenge** This project requires students to construct a sheet metal project to solve a closed design brief. Students will learn construction techniques including marking out, folding 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 - LED Touch Lamp Design Challenge** This unit that will enable students to engage with tools and processes used in the production of a LED Touch Lamp 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, soldering 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 – Mantle Clock and Folding Chair • Knowledge and Understanding • Processes and Production Skills	Projects – Sheet Metal Project and LED Touch Lamp • Knowledge and Understanding • Processes and Production Skills
Special Subject Requirements	Black Leather Shoes required for every lesson Pencil (HB)	

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 Information Communication Technology, 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.

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

Greenfoot Games
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>Application Development with C#
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
Planning and Designing Projects
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 'B' 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">Windows 10 Laptop (Minimum i3, 4GB RAM, SSD)</td></tr>
</table>

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: Going Places** 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 their ability or inability to do an activity • State likes/dislikes • Modes of transport • State where you will go • Verbs – go, come, return in various tenses • Days of the week – kanji Students will exam both traditional and modern Japanese sport. **Unit: Teenager Days** 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 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 • Travel, hobbies and sports(revision) • Katakana – introduction Students will also explore the daily of life of a Japanese person.

	Unit: Let's go 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 • Ordering food • Counters • Money • Describing food – expensive, cheap, delicious etc 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.

<table>
<tr><td>Units</td><td>Unit 1: Music Video Killed the Radio Star
In this unit, students explore the codes and conventions of the music video form. Students explore the language of music video production, and analyse how technical and symbolic elements are manipulated in music videos for specific purposes. Students develop and refine their media production skills, manipulating technical and symbolic elements to produce their own music video. Students consider audience expectations and how they can be challenged when producing music videos.
Key Learning
Fundamentals of video production
Fundamentals of video editing
Composition and framing
Continuity editing, cutting on action and the 180 degree rule
Analysing how filmmakers create representations</td></tr>
<tr><td></td><td>Unit 2: Truth, Lies & Advertising
In this unit, students explore techniques of persuasion used in advertising. Students consider audience viewpoints and evaluate how the technical and symbolic elements within advertisements evoke a personal response from particular demographics. Students complete a psychometric case study of the teenage audience and evaluate how advertisers can best influence the teenage demographic. Students enrich their understanding of institutional practices through the design, production and distribution of an original advertisement aimed at teenagers based on the College value ‘Taking Care of this Place’.
Key Learning
Techniques of persuasion in moving-image, print and digital advertisements
Ethical and unethical advertisements and their influence
Role of psychometric studies in determining audience wants, insecurities and interests
Recording Foley sound
Using Creative Commons licensed music and sound effects
Manipulating recorded footage to persuade a specific audience
Use of written codes in post-production</td></tr>
<tr><td>Assessment</td><td>Assessment may include:
Music Video Design – Digital Storyboarding
Music Video Production
Music Video Analysis
Audience Case Study
Advertisement Production</td></tr>
</table>

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: Make it Modern** This unit continues to develop students' aural and notation skills through exploring contemporary popular music. Students will perform, read, write and create using diatony and increasingly complex rhythmic elements in known and unknown contexts. Students will understand the structure of chords and explore the use of chords in harmonisation. Students will develop their performance skills across a range of instruments including guitar and percussion. **Key Learning:** • Diatonic scales (major & natural minor) • Chord structure and common chord usage • Intervals and their quality • Composition & improvisation skills based upon chord progressions • Written and aural analysis of contemporary music • Simple & compound time signatures • Written notation including drum and guitar notation • Text-setting techniques
	Unit: Bring on the Classics Students study a range of classical art music works from the Baroque, Classical, Romantic and Modernist eras. They explore a range of scales and tonalities and analyse works in terms of the elements of music. Students identify characteristics specific to the period of each studied work and are able to incorporate these elements into their own performances and compositions. Students explore the use of expressive devices in art music. They investigate the concept of theme and variations and explore a range of traditional forms. **Key Learning:** • Other scale forms (harmonic, melodic minor) • Voice leading techniques • Expansion of compositional techniques through ornamentation and passing or neighbour notes • Written and aural analysis of classical art music • Theme and variations and other traditional forms • Refinement of performance and aural skills • Determining implied chords from a melody line • Transposition and transformation of melodies
Assessment	Assessment may include: • Composition Assignment • Performance Tasks • Written Analysis • Integrated Task (composition and analysis)

9 Science Enrichment

The Australian Curriculum: Science has three interrelated strands: *Science Understanding, Science as a Human Endeavour* and *Science Inquiry Skills*. Together, they provide students with the 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 Enrichment is for students with an interest in Science and for those considering choosing Senior electives including Yr 10 Science; Yr 11 & 12 Agricultural Science, Biology, Chemistry or Physics. STEM (Science, Technology, Engineering & Mathematics fields) will be embedded into this course – areas Australia needs for future careers.

Aims	• To encourage students with ability & interest in the STEM fields to develop this talent. • To develop critical thinking skills and problem solving abilities. • To develop and enhance confidence in the use of technology. • To develop sophisticated data analysis skills.
Semester One	**Topics**: • *Pharmaceuticals and you*: Developing a working knowledge of chemical nomenclature and apparatus, by applying biochemistry linked to the human body. • *Modern Machines*: Harnessing technology to solve problems. • *Science in the media*: How to discern fake science news. **Science Understandings:** • Chemical reactions involve rearranging atoms to form new substances • Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems • Investigating factors that affect the transfer of energy through an electric circuit • Comparing energy changes and interactions **Science as a Human Endeavour:** • Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community • Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries • People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities • Values and needs of contemporary society can influence the focus of scientific research • Recognising aspects of science, engineering and technology. • Use knowledge of science to test claims expressed in the media. **Science Inquiry Skills:** • Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately • Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence • Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data. • Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems. • Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations

Semester Two	**Topics**: • *Forensic Science*: Conduct investigations, analyse evidence and solve the case. • *Experimental Investigation*: student choose and develop a scientific investigation. • *Australian Scientific Discoveries*: Research and compare impacts of scientific discoveries on society. **Science Understandings:** • Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment • Describing the requirements for life • Investigating a range of reactions • Recognising the role of oxygen, respiration, and combustion reactions. **Science as a Human Endeavour:** • Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community • Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries. • People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities. • Considering the impact of technological advances developed in Australia **Science Inquiry Skills:** • Formulate questions or hypotheses that can be investigated scientifically. • Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods. • Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately • Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence • Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data • Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems • Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations
Assessment	Assessment may include: • Supervised Assessments • Research Investigations • Assignments / Projects / Group Tasks • Student Experimental Investigation
Special Subject Requirements	Enclosed leather shoes. Minimum 'C' academic result in Yr 8 Science, Maths & English

Studies of Society and the Environment (SOSE)

Society & The Environment incorporates elements from both the Geography and Civics & Citizenship curricula. This course is ideal preparation for those students wishing to study Geography or Legal Studies at a senior level.

The Australian Curriculum: Geography is organised into two content descriptors: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills.* The Australian Curriculum: Civics & Citizenship is organised into two content descriptors: *Civics & Citizenship Knowledge and Understanding* and *Geographical Inquiry and Skills.*

Units	**Unit: Biomes and Food Security** In this unit, students will examine the biomes of the world, their alteration and significance as a source of food and fibre. The environmental challenges and constraints on expanding food production in the future will also be explored. These distinctive aspects of biomes, food production and food security will be investigated using studies drawn from Australia and across the world.
	Unit: Geographies of Interconnections In this unit, students will examine the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students will examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.
	Unit: Changing Nations In this unit students will investigate the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.
	Unit: Examining How Australia's Political and Legal Systems Enable Change The Civics & Citizenship Curriculum further develops the ideas of *Changing Nations* through examining how Australia's political system 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.
Assessment	Assessment may include: • Content and Response to Stimulus Examinations • Research Tasks

Additional Information:

- Students selecting Year 9 SOSE will complete an excursion as part of the unit, "Biomes and Food Security." Student will examine properties surrounding Oakey and Jondaryan to gain firsthand knowledge of crop rotation and irrigation systems form local farmers. The knowledge gained from this excursion will form the basis of one of the students' assessment items for this subject.

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.

<table>
<tr><td rowspan="2">Units</td><td>Unit: I am …
This unit explores how artists communicate and express viewpoints in Visual Arts with a focus on the concept of ‘Self’. Throughout the unit students produce a series of mixed media, two-dimensional and three-dimensional artworks that are conceptually linked and lead to the development of personal style and artistic response to the explored concept.
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</td></tr>
<tr><td>Unit: Material World
This unit explores how artists observe, interact with and communicate to the social and political world around them. Throughout the unit students will produce a series print based works that are conceptually linked to the ‘Material World’ and extend the development of their personal style.
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</td></tr>
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	• Attend an excursion; Urban Walk, to gather source materials, observations and responses to the 'Material World' around them in preparation for making artworks • Design, plan and display a number of artworks and artist statements in response to 'protest art' and 'Mixed Media Print Making' • Reflect to identify their own connections between intention, process, technique, media, composition, conceptual development in order to develop a personal style
Assessment	Assessment may include: • Folio of work each term • Written essay • Written response to stimulus

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