

# GYMPIE STATE HIGH SCHOOL



## Years 7,8,9 Junior Secondary PROSPECTUS

# 2025

*Gold from the school*



Queensland  
Government

**Resilience**

**Diversity**

**Success**

**Tradition**

# Welcome Letter



## Dear Parents and Guardians,

Gympie State High School is Queensland's oldest state secondary school and boasts a proud history of academic, cultural, sporting and community excellence. The school stands on the hill overlooking the Gympie Region Aquatic and Recreation Centre in a revitalised precinct bounded by Cootharaba and Everson Roads.

While the school has evolved throughout its history it has remained true to its vision of a learning community that grows young people of integrity, compassion and wisdom who honour our past and build our future.

Our school provides one of the broadest ranges of specialised curriculum offerings in the region. Students at Gympie High receive a tailored curriculum that is suited to individual skills, abilities and interests. Our school is future focused to enable our graduates to transition into the community with the skills, knowledge and capability to make a positive contribution.

Beyond the opportunities provided through a diverse curriculum, we are a school where students are encouraged to thrive as individuals; the school's philosophy is that the education provided extends beyond the classroom to develop the whole child. We are a school which places an emphasis on seeing the importance of social and emotional development and the impact it has on learning.

Each year level has a Head of Year who works with teachers and a well-being team to support positive behaviour and social and emotional wellbeing. This stable, challenging environment ensures that all students achieve to their best.

Our students have the opportunity to take advantage of an extensive range of subjects which are regularly being adapted to reflect dynamic 21<sup>st</sup> Century career pathways.

This diversity spans Academic Pursuits, University Partnerships, Vocational Certificate Courses and School Based Apprenticeships and Traineeships. This is exemplified by Programs in Engineering Technology, Interactive Digital Media, Sports Excellence, Aquatic Practices, The Arts and Rural Excellence Programs. We also have a long and proud tradition in music instruction and performance, which is reflected in our Music School of Excellence.

Gympie High has provided quality education for generations of Gympie families and our curriculum offerings, celebration of diversity and focus on the individual will see that tradition of excellence continue well into the future.

**Anthony Lanskey**  
Principal

## Gympie State High School History



Established in 1912, Gympie State High School (GSHS) has a long and proud tradition of pursuing academic, sporting and cultural excellence. It was one of the first high schools in Queensland and celebrated its centenary in 2012.

### Our Motto:

E Collegio Metallesque Aurum - *Gold from the school*

### Our Values are:

***Resilience, Diversity, Success, Tradition***

### Our Expectations are:

**At GYMPIE State High we are:**

★ Respectful

★ Safe

★ Responsible

★ Learners

*Gold from the school*



### Our Goal is:

*Excellence for all through culture and innovation*

# School Map



GYMPIE STATE HIGH SCHOOL MAP



# Junior Secondary



## Introduction

Encompassing Years 7, 8 & 9, Junior Secondary at Gympie State High School (GSHS) is focused on Engaging Personal Best. All students are supported to achieve their personal best and encouraged to develop a purpose of excellence in all aspects of their schooling life and beyond. In addition to engaging curriculum that promotes success, students further have the opportunity to pursue areas of individual strengths and interests through a number of Programs of Excellence and Innovation, complimentary to a wide range of elective offerings.

## Engaging Personal Best

The Junior Phase of Learning at GSHS is founded in engagement. Our Year 7 - 9 curriculum structure, wellbeing programs and teaching and learning philosophy has an absolute focus on individual student achievement. We achieve this through acknowledging the importance of teaching the 'whole child', valuing and celebrating diversity, and providing positive learning environments that engage and challenge our young learners. We deliver our curriculum through customised classes based on a range of diagnostic data that identifies where students are at in their learning journey, and enact targeted intervention and extension programs that attend to individual student priorities. A combination of structural (customised classes) and instructional (targeted teaching) differentiation are combined with personal goal setting to ensure that individual learning goals are achieved.

## Junior Secondary at Gympie State High School

### CORE

English, Mathematics, History, Health and Physical Education, Science, Geography, Languages.

### ELECTIVES

Agricultural Science, Business, Home Economics, Manual Arts, STEM, Technologies, The Arts, Youth Action Program.

### Wellbeing

### WELLBEING

Problem-solving, Thinking Skills  
Goal Setting, Study Skills,  
Leadership Capabilities,  
Personal Development.  
Form Teacher  
Head of Junior Secondary  
Heads of Year

### Core Classes

### Electives and Excellence Programs

### Personal Development Program

### EXCELLENCE

GMSOE, Maths and Science,  
Rural Industries, Sport

# Junior Secondary Curriculum Framework



## Year 7 Model

At Gympie State High School, we acknowledge that the transition from a primary school model of predominantly one teacher for most subject areas, to a high school model of multiple teachers across a range of subject areas can be daunting, as can the prospect of moving about the campus from room to room in a large school with senior students. We have developed a model to support students to develop relational skills and confidence to move into the traditional high school model by providing a transitional phase that reduces the number of teachers where possible that students have contact with initially.

As students move into years 8 and 9, the core teacher model is gradually released and students can expect to be engaged in a number of classes with different class compositions and teachers, supporting our commitment to attending to individual student priorities.

## Leadership

Leadership is important to develop student capability and this is a key part of Junior Secondary at Gympie SHS. Peer leaders, Sporting School Captains and Junior School Captains are all opportunities for your student in the Junior Secondary Leadership Program at GSHS. Students are encouraged on this pathway from Year 7.

## Homework in Junior Secondary

Homework expectations develop a high standard of work ethic and develop a foundation of success. The Junior Secondary homework program is designed to consolidate literacy and numeracy focused self-managed learning tasks that will improve student capacity to engage more deeply with their learning journey and the world around them.

## Homework Expectations

**Required time to complete assessment tasks is on top of this general homework requirement.** If students do not submit the task, they will be expected to complete it with their classroom teacher during their break on the same day as it is due. The expectation is 100% completion and students will be rewarded for consistency and effort.


Junior Secondary	Independent Learning Expectations		HOURS	Reading	HOURS
				READING: novels, non-fiction, newspapers or magazines. Social media does not count as reading.	
	Year 7	Year 7 – 30 mins, three to four times per week (90-120 mins)	1.5 - 2h	20 mins 5 nights	1h
	Year 8	Year 8 – 60 mins, three to four times per week (180-240 mins)	3 - 4h	30 mins x 5 nights	2h 30 min
	Year 9	Year 9 – 90 mins, three to four times per week (270-360 mins)	4.5 - 6h	40 mins x 5 nights	3h 20 min



## Parental Support

Parents are encouraged to be involved in student achievement as much as possible and this is supported through the use of Student planners. Student planners are used to record all homework tasks, assessment and the organisation of learning. Assessment schedules outlining draft and due dates for assignments and exam times will be published via One School and the QParents App.

## Daily Lesson Times

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Form class</i> 8:45am-8:55am	<i>Form class</i> 8:45am-8:55am	<i>Form class</i> 8:45am-8:55am	<i>Form class</i> 8:45am-8:55am	<i>Form class</i> 8:45am-8:55am
<i>Lesson 1</i> 9:00am-10:10am	<i>Lesson 1</i> 9:00am-10:10am	<i>Lesson 1</i> 9:00am-10:10am	<i>Lesson 1</i> 9:00am-10:10am	<i>Lesson 1</i> 9:00am-10:10am
<i>BREAK 1</i> 10:10am-10:40am	<i>BREAK 1</i> 10:10am-10:40am	<i>BREAK 1</i> 10:10am-10:40am	<i>BREAK 1</i> 10:10am-10:40am	<i>BREAK 1</i> 10:10am-10:40am
<i>Lesson 2</i> 10:40am-11:50am	<i>Lesson 2</i> 10:40am-11:50am	<i>Lesson 2</i> 10:40am-11:50am	<i>Lesson 2</i> 10:40am-11:50am	<i>Lesson 2</i> 10:40am-11:50am
<i>BREAK 2</i> 11:50am-12:30pm	<i>BREAK 2</i> 11:50am-12:30pm	<i>BREAK 2</i> 11:50am-12:30pm	<i>BREAK 2</i> 11:50am-12:30pm	<i>BREAK 2</i> 11:50am-12:30pm
<i>Lesson 3</i> 12:30pm-1:40pm	<i>Lesson 3</i> 12:30pm-1:40pm	<i>Lesson 3</i> 12:30pm-1:40pm	<i>Lesson 3</i> 12:30pm-1:40pm	<i>Lesson 3</i> 12:30pm-1:40pm
<i>BREAK 3</i> 1:40pm-1:50pm	<i>BREAK 3</i> 1:40pm-1:50pm	<i>BREAK 3</i> 1:40pm-1:50pm	<i>BREAK 3</i> 1:40pm-1:50pm	<i>BREAK 3</i> 1:40pm-1:50pm
<i>Lesson 4</i> 1:50pm-3:00pm	<i>Lesson 4</i> 1:50pm-3:00pm	<i>Lesson 4</i> 1:50pm-3:00pm		<i>Lesson 4</i> 1:50pm-3:00pm



### Gympie SHS **GOLD Time** – a Great Opportunity to Learn and Develop.

- **GOLD Time** is an early intervention process to support students requiring extra academic support, especially in literacy, numeracy and Queensland Certificate of Education (QCE) completion.
- **GOLD Time** allows for groups of teachers, on a rotating cycle, to focus on small-group collaborative activities and identify students requiring further support or intervention.
- **GOLD Time** also allows for training and preparation for our Programs of Excellence and Innovation.
- **GOLD Time** operates on Thursdays in Lesson 4 each week.

#### **GOLD Time**

1. The school day on Thursdays ends after Lesson 3 at 1.40pm.
2. Students will be required to remain for intervention in Lesson 4 if they have been identified as needing further support. The criteria for intervention are:
  - a. Years 7, 8 and 9
    - i. Literacy and Numeracy Support
    - ii. Insufficient evidence at check date of assessment
  - b. Years 10, 11 and 12
    - i. Not on track to achieve a QCE
    - ii. Behind in VET competencies
    - iii. Insufficient evidence at check date of assessment
3. Supervised study classes will be provided for those students whose parents do not wish for their student to leave school after Lesson 3. This may include students who have to wait for buses, those in Out of Home Care and other students whose parents wish them to remain at school for further study.
4. Parents will be notified each **Monday/Tuesday** prior by email and text message if their student is required to stay at school and receive targeted support during **GOLD Time** that week.

#### **GOLD Time – Expectations**

- Attendance
  - Students who are required to attend GOLD Time and do not have a legitimate reason for their non-attendance will be considered truant and may need to complete detentions including possible after-school detentions
- If your child is engaged in TAFE or a School Based Apprenticeship/Traineeship on a Thursday, please contact your child's teacher to make other arrangements.



- Appointments arranged out of school hours
  - GOLD Time is part of the week's scheduled classes so any medical, dental or other appointments should be scheduled outside school hours to avoid disruption to learning
- Expectations re leaving school
  - Students who are not required to attend GOLD Time and are not remaining to study may finish school following Lesson 3 on a Thursday. Those students must depart school and return home in the care of their parents/carers
  - Bus students remaining for Supervision are not to leave school grounds before 3pm.
  - Supervision students who leave school grounds without permission or intervention students who do not present to GOLD Time may face disciplinary consequences.
- Behaviour
  - Normal school expectations regarding behaviour apply throughout GOLD Time.
- Study lesson expectations
  - Students remaining behind and not involved in intervention, will be placed in a supervised class. They will need a laptop to continue with individual assessment and assignment work under supervision.

***Please find the Gold Time permission form in your Enrolment Application Book (coloured cover)***



# Learning Partnerships Program



The Learning Partnership Program (LPP) is a comprehensive educational initiative in alignment with Queensland Education's Inclusive Education Policy, providing quality support to students with disabilities as defined under the *Disability Discrimination Act 1992*. Emphasizing social, emotional, and practical support, the program aims to empower students as independent thinkers, communicators, and problem solvers. Throughout the Junior Phase of Learning, the program focuses on equipping students with the essential skills and confidence necessary for a successful transition into the Senior Phase of Learning and eventual integration into the workforce. Additionally, the program fosters students' capacity to actively engage in and contribute to their communities.

Disability, as per the *Disability Standards for Education 2005*, encompasses health-related conditions, learning difficulties, or impairments requiring significant educational adjustments over a duration of ten or more weeks to address educational needs. Consequently, the school addresses the individual education needs of students by employing quality differentiated teaching practices and providing supplementary, substantial, or extensive adjustments or support. Students requiring substantial or extensive adjustments are allocated a Case Manager who oversees the provision of appropriate curriculum access and adjustments/modifications.

Subject/program selection and assessment processes are collaborative efforts involving class teachers, school staff, parents, and students. The LPP program offers a variety of alternative programs, such as the Certificate in Horticulture, Work Place Practices and Wegner's Café initiatives for senior students.

## **In terms of pedagogy and assessment, the program employs differentiated approaches:**

- **Adjustment:** Pedagogy and assessment are moderately adjusted to support students' comprehension of curriculum content, pedagogy, and assessment requirements. Assessment tasks and criteria remain consistent with year level standards, with necessary adjustments made for students with disabilities.
- **Modification:** Pedagogy and assessment are tailored to align with students' individual needs, potentially assessed at a different level compared to same aged peers achieving at expected year level standards. Assessment tasks and criteria may differ from year level standards, often aligned with a more appropriate year level juncture. Modification for students with disabilities requires endorsement via an Individual Curriculum Plan (ICP) by their parent/caregiver.



## Junior Secondary – Years 7, 8, 9



Years 7/8 Curriculum is made up of subjects within the following learning areas

Core	Technologies and the Arts	Excellence
<ul style="list-style-type: none"> <li>English</li> <li>Health and Physical Education</li> <li>Rugby League Academy – HPE theory content with a Rugby League practical focus</li> <li>Volleyball Academy – HPE Theory content with a Volleyball practical focus</li> <li>Humanities (History, Geography, Civics and Citizenship, Economics and Business)</li> <li>Languages – Japanese</li> <li>Mathematics</li> <li>Science</li> <li>Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>The Arts (Art, Dance, Drama, Music)</li> <li>Design Technologies (Agricultural Practices, Home Economics, Graphics and Design, Materials and Technologies Specialisations, Materials and Technologies Specialisations 2)</li> <li>Digital Technologies</li> </ul>	<p>By application:</p> <ul style="list-style-type: none"> <li>Scholarship Program</li> <li>Sports Academy</li> <li>Specialised School of Excellence - Maths and Science (SSOE)</li> <li>Rural Industries School of Excellence (RISE)</li> </ul>

Year 9 Curriculum is made up of Core and Elective Programs

Core	Electives	Excellence
<ul style="list-style-type: none"> <li>English</li> <li>Health and Physical Education</li> <li>Rugby League Academy – HPE theory content with a Rugby League practical focus</li> <li>Volleyball Academy – HPE Theory content with a Volleyball practical focus</li> <li>Humanities: History/Geography</li> <li>Learning Enhancement Program</li> <li>Mathematics</li> <li>Science</li> <li>Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>The Arts (Art, Drama, Media Arts, Music)</li> <li>Design Technologies (Agricultural Practices, Home Economics, Graphics and Design, Materials and Technologies Specialisations, Materials and Technologies Specialisations 2)</li> <li>Digital Technologies</li> <li>Humanities (Civics and Citizenship, Economics and Business)</li> <li>Youth Action Program – (YAP)</li> </ul>	<p>By application:</p> <ul style="list-style-type: none"> <li>Sports Academy (Centurions)</li> <li>Specialised School of Excellence - Maths and Science (SSOE)</li> <li>Rural Industries School of Excellence (RISE)</li> </ul>



## **Core Subjects**

Students are required to complete the following core subject as a mandatory component of the National Curriculum - English, Mathematics, Science, Humanities, Health and Physical Education (HPE), Languages.

## **Technologies and the Arts**

All Year 7/8 students will study one or more subjects within the learning areas of Technologies and The Arts to ensure opportunities to experience and gain understanding of each of the subjects before being required to select Year 9 electives.

## **Scholarship Program - 7, 8 & 9**

The scholarship program provides recipients with the opportunity to achieve their personal best in their nominated area. Successful applicants are awarded uniform and fee bursaries as well as special entries into key programs.

*All information contained is accurate at the time of publication but subject to change.*



## Positive Education

### *Excellence for all through culture and innovation*

#### *Our Vision...*

***A progressive, high performing school realising the potential of every student***

Positive Education brings together the science of positive psychology with best practice teaching to encourage and support individuals, schools and communities to flourish.

At Gympie State High School, we have Positive Education and wellbeing for our whole school as the focus and future direction for improving mental health and wellbeing. Neuroscience, science of the brain, has proven that our brains are always changing and growing through exposure to life experiences, challenges and learning new things. Positive emotions, relationships, accomplishment, engagement, meaning and a healthy lifestyle are all important elements in our lives. Finding the balance and developing these elements is the challenge to building wellbeing and happiness.

Gympie State High School focuses on Positive Education embedded into our curriculum through character strengths, mindfulness and growth mindsets – all areas of positive psychology. Positive communication is relayed through student planners, Facebook and everyday school interactions.

Positive Education also encompasses our parents and the broader community. Positive Wellbeing tips are provided on our Facebook page, web page and our sign on Cootharaba Road. We encourage parents and the broader community to be a part of our Positive Education journey.

#### **Gympie State High School Positive Education Model**

Gold – Growth mindset, Opportunities, Love of Learning, Diversity.



## Programs of Excellence and Innovation

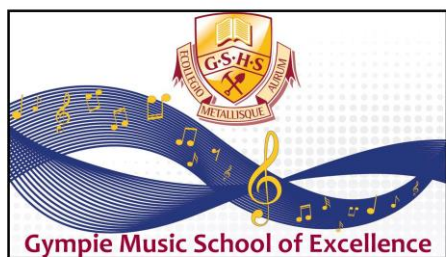


These programs offer students the opportunity for a well-rounded and quality education dedicated to excellence. A diversity of curricula, co-curricular and extra-curricular activities provide opportunities for all students to participate and strive for their personal best and achieve excellence within their chosen field.



### SPECIALISED SCHOOL OF EXCELLENCE IN MATHEMATICS AND SCIENCE

Gympie State High School's *Specialised School of Excellence for Maths and Science* is a quality assured program that provides a specialist delivery of Maths and Science curriculum focused on developing higher order thinking and problem-solving skills beyond the general classroom capabilities. This differentiated program has been developed to identify, support and extend individual students who have proven academic achievements in the curriculum areas of Maths and Science beginning in the Junior Phase of Learning, sustained through to the Senior Phase of Learning.



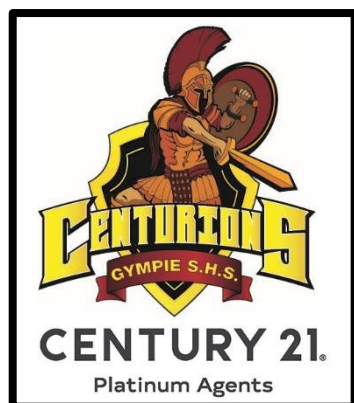
### GYMPIE MUSIC SCHOOL OF EXCELLENCE

The *Gympie Music School of Excellence* is a program at GSHS that encompasses a variety of musical styles and talents. GMSOE endeavours to foster and celebrate the talented, passionate music students of Gympie State High, regardless of their musical preferences or goals. This program will chiefly provide students with guidance during the rehearsal stage, developing students' playing and vocal skills, both as individuals and as ensembles. GMSOE will then provide various opportunities for students to develop their stagecraft and showcase their talents, both within and outside the school. GMSOE students must be enrolled in classroom music or instrumental music.



### RURAL INDUSTRIES SCHOOL OF EXCELLENCE

The *Rural Industries School of Excellence* delivers a vertically integrated school-based program enhanced by established training partnerships and industry experience in a number of fields of study including agriculture, horticulture, animal husbandry, mechanics and rural operations, articulating into career pathways such as veterinary science, agronomy, agricultural and horticultural production and systems. The Rural Industries School of Excellence further offers students a dedicated 'RISE' class once per week, membership to the Gympie State High School Cattle Show Team as well as preferential access to industry and extracurricular excursions.



### CENTURIONS - SPORTING ACADEMIES PROGRAM

The GSHS Centurions Sporting Academies provide opportunities for individuals to develop the skills and knowledge required to excel within specialised sports. These sports include: Rugby League, Volleyball, Futsal, Netball and Touch Football. Teachers with specialised coaching accreditations guide these academies and place emphasis on: leadership, Team Building, Personal Development, Community engagement, Psychology, Sport Specific Fitness and Nutrition. Students who engage in the GSHS Centurions Sporting Academies are required to fulfil their student responsibilities and abide by the GSHS Student Code of Conduct prior to participation.

## CORE SUBJECTS Year 7

CORE SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH  Modified to ICP	Unit 1: <i>Ours and others' lives</i> Duration: 8 weeks Assessment: Written Reflective: memoir	Unit 2: <i>Love 'em or hate 'em?</i> Duration: 10 weeks Assessment: Persuasive spoken (Based on novel study)	Unit 3: <i>A picture paints a thousand words</i> Duration: 10 weeks Assessment: Written Imaginative	Unit 4: <i>Shaping society through song</i> Duration: 10 weeks Assessment: Expository Multimodal
MATHS	Unit 1: <i>Number 1 (Integers and Index Notation), Algebra and introduction to the Cartesian Plane</i> Duration: 10 weeks Assessment: Mid-Term Exam End-Term Exam	Unit 2: <i>Cartesian Plane and Space (Geometry)</i> Duration: 10 weeks Assessment: Mid-Term Assignment End-Term Exam	Unit 3: <i>Number II (Fractions, Decimals and Percentages), Probability and Measurement</i> Duration: 10 weeks Assessment: Mid-Term Exam End-Term Exam	Unit 4: <i>Number III (Rates, Ratios and Unitary) and Statistics</i> Duration: 10 weeks Assessment: Mid-Term Assignment End-Term Exam
MATHS  Modified to ICP	Unit 1: <i>Number &amp; place value</i> <ul style="list-style-type: none"> <li>Fractions and decimals</li> <li>Data representation</li> </ul> Duration: 5 weeks Assessment: Class Test  Unit 2: <i>Number &amp; place value</i> <ul style="list-style-type: none"> <li>Chance</li> <li>Fractions</li> <li>Units of measurement</li> </ul> Duration: 5 weeks Assessment: Class Test	Unit 3: <i>Number &amp; place value</i> <ul style="list-style-type: none"> <li>Fractions and decimals</li> <li>Location transformation</li> <li>Shape</li> </ul> Duration: 5 weeks Assessment: Class Test  Unit 4: <i>Geometry</i> <ul style="list-style-type: none"> <li>Location &amp; transformation</li> <li>Number &amp; place value</li> <li>Patterns and algebra</li> <li>Data representation</li> </ul> Duration: 5 weeks Assessment: Class Test	Unit 5: <i>Money &amp; financial</i> <ul style="list-style-type: none"> <li>Location &amp; transformation</li> <li>Number &amp; place value</li> </ul> Duration: 5 weeks Assessment: Folio and test  Unit 6: <i>Measurement</i> <ul style="list-style-type: none"> <li>Fractions and decimals</li> <li>Patterns and algebra</li> <li>Number &amp; place value</li> </ul> Duration: 5 weeks Assessment: Class Test	Unit 7: <i>Chance</i> <ul style="list-style-type: none"> <li>Data representation</li> <li>Measurement</li> <li>Number &amp; place value</li> </ul> Duration: 5 weeks Assessment: Folio  Unit 8: <i>Money &amp; finances</i> <ul style="list-style-type: none"> <li>Geometry</li> <li>Location &amp; transformation</li> <li>Fractions &amp; decimals</li> <li>Number &amp; place value</li> </ul> Duration: 5 weeks Assessment: Class Test

CORE SUBJECTS	TERM 1		TERM 2		TERM 3		TERM 4	
<b>SCIENCE</b>  <i>Modified to ICP</i>	<b>CHEMICAL SCIENCES</b> <b>Unit 1: <i>Water - waste not, want not</i></b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Scientific Report  Laboratory Skills: Bunsen Burner license		<b>BIOLOGICAL SCIENCES</b> <b>Unit 2 and 3: <i>Organising and Affecting Organisms</i></b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Scientific Report		<b>EARTH AND SPACE SCIENCES</b> <b>Unit 4: <i>Solid as a Rock</i></b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Supervised Exam  <b>EARTH AND SPACE SCIENCES</b> <b>Unit 5: <i>Heavenly bodies</i></b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Portfolio		<b>PHYSICAL SCIENCES</b> <b>Unit 6: <i>Energy and Renewables</i></b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Research Task  <b>PHYSICAL SCIENCES</b> <b>Unit 7: <i>Electricity</i></b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Written Exam	
<b>HUMANITIES</b> <b>History</b> <b>Geography</b> <b>Civics and Citizenship</b> <b>Economics and Business</b>  <i>Modified to ICP</i>	<b>Civics and Citizenship</b> <b>Unit 1: <i>Deep Time</i></b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Project - Local Area Study		<b>History</b> <b>Unit 2: <i>Archeology/Ancient Egypt</i></b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Research Task – Museum Display		<b>Geography</b> <b>Unit 3: <i>Water in the World</i></b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Investigation - Powerpoint		<b>Economics and Business</b> <b>Unit 4: <i>Place and Liveability</i></b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Project - Urban planning proposal	
<b>HPE</b> <b>Duration: 1 Semester Theory</b>  <b>Practical</b>	<b>Unit 1: <i>Holistic Health</i></b> <b>Duration:</b> 7 weeks <b>Assessment:</b> In Class Prepared Exam – Sentence Structure		<b>Unit 2: <i>FIT FOR LIFE - Health Related Fitness</i></b> <b>Duration:</b> 6 weeks <b>Assessment:</b> Multimodal Presentation – Postural Analysis		<b>Unit 3: <i>Human Relationship Education - Puberty</i></b> <b>Duration:</b> 6 weeks <b>Assessment:</b> Written Assignment - PEEL Paragraph Structure			
	<b>Unit 1:</b> <b><i>Swimming</i></b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Practical performance	<b>Unit 2:</b> <b><i>Indigenous Games</i></b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Practical performance	<b>Unit 3:</b> <b><i>Athletics</i></b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Practical performance	<b>Unit 4: <i>Direct Interceptive</i></b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Practical performance	<b>Unit 5: <i>Indirect Interceptive</i></b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Practical performance			

LANGUAGES (Japanese)	Unit 1: <i>Personal Identifications</i> Duration: 5 weeks Assessment: Speaking task	Unit 2: <i>Family and Friends</i> Duration: 4 weeks Assessment: Reading exam	Unit 3: <i>In the classroom</i> Duration: 6 weeks Assessment: Listening exam	Units 1-3 recap (Including hiragana) Duration: 3 weeks Assessment: Writing task	Unit 4: <i>Daily routines</i> Duration: 4 Weeks Assessment: Writing exam	Unit 5: <i>Fashion</i> Duration: 5 Weeks Assessment: Listening exam	Unit 6: <i>Weather</i> Duration: 4 weeks Assessment: Speaking task	Units 4-6 recap (Including hiragana) Duration: 4 weeks Assessment: Reading exam

TECHNOLOGIES		THE ARTS
DIGITAL TECHNOLOGIES	DESIGN TECHNOLOGY	
<p><b>Duration:</b> 1 Semester</p> <p><b>Unit 1: Web Development</b>  <b>Duration:</b> 5 weeks  <b>Assessment:</b> Portfolio (Website Design Document &amp; Website)</p> <p><b>Unit 2: Game Development</b>  <b>Duration:</b> 5 weeks  <b>Assessment:</b> Portfolio (Game Design Document &amp; Game)</p> <p><b>Unit 3: Robotics/Coding</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Portfolio (Quiz &amp; Models)</p>	<p><b>Agriculture</b>  <b>Unit 1: Introduction to Agriculture</b></p> <ul style="list-style-type: none"> <li>• Workplace Health &amp; Safety</li> <li>• Poultry</li> <li>• Large Animals</li> <li>• Horticultural crops</li> </ul> <p><b>Duration:</b> 20 weeks  <b>Assessment:</b> Supervised Written Review, Practical Review of Skills</p> <p><b>Home Economics</b>  <b>Unit 1: Food Safety</b>  <b>Duration:</b> 17 weeks  <b>Assessment:</b> Cooking around the world</p> <ul style="list-style-type: none"> <li>• Assignment report</li> <li>• Practical</li> <li>• Procedural</li> </ul> <p><b>Assessment:</b> Supervised Written Exam</p> <p><b>Unit 2: Textiles</b>  <b>Duration:</b> 3 weeks  <b>Assessment:</b> Draw String Bag, Practical Procedural</p> <p><b>Design and Technologies</b>  <b>Unit 1: Graphics Design</b>  <b>Duration:</b> 7 weeks  <b>Assessment:</b> Project – Identification tag</p> <p><b>Unit 2: Rubber Powered Plane/Glider</b>  <b>Duration:</b> 6 weeks  <b>Assessment:</b> Design Project</p> <p><b>Unit 3: Timber Storage Box</b>  <b>Duration:</b> 7 weeks  <b>Assessment:</b> Design Project</p> <p><b>Unit 4: Design Project -Balsa Plane</b>  <b>Duration:</b> 8 weeks  <b>Assessment:</b> Design Folio</p>	<p><b>Dance</b>  <b>Unit 1: <i>The Elements of Dance</i></b>  <b>Duration:</b> 20 weeks  <b>Assessment:</b> Class Performance, Written Response to Dance and small group choreography.</p> <p><b>Drama</b>  <b>Unit 1: <i>The Elements of Drama</i></b>  <b>Duration:</b> 20 weeks  <b>Assessment:</b> Scripted Performance, Role Play Development and Performance, and Written Response to Film Segment, Collage Drama Performance.</p> <p><b>Music</b>  <b>Unit 1: <i>The Elements of Music</i></b>  <b>Unit 2: <i>Instruments of Music</i></b>  <b>Duration:</b> 20 Weeks  <b>Assessment:</b> Performance, Composition and Research Project</p> <p><b>Visual Art</b>  <b>Unit 1: <i>Other Worlds</i></b>  <b>Duration:</b> 20 Weeks  <b>Assessment:</b> Portfolio of design work, Sculpture, 2D Landscape &amp; Exhibition.</p>

## Core Subjects Year 8

CORE SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH  Modified to ICP	Unit 1: <i>Short Entertainment</i> Duration: 8 weeks Assessment: Expository Spoken	Unit 2: <i>Playing with texts</i> Duration: 10 weeks Assessment: Written – Imaginative: fractured fairy tale	Unit 3: <i>The Art of Persuasion</i> Duration: 10 weeks Assessment: Spoken – Persuasive	Unit 4: <i>Representing Human Experience</i> Duration: 10 weeks Assessment: Written folio – various genres
MATHS	Unit 1: <i>Integers, Indices, Real Numbers and Financial Mathematics</i> Duration: 10 weeks Assessment: 2 x 60-minute exams	Unit 2: <i>Measurement and Geometry</i> Duration: 10 weeks Assessment: 2 x 60-minute exams	Unit 3: <i>Algebra and Chance</i> Duration: 10 weeks Assessment: 1 x PSMT (Report) and 1 x 60-minute exam	Unit 7: <i>Algebra and Data</i> Duration: 10 weeks Assessment: 1 x PSMT (Report) and 1 x 60-minute exam
MATHS  Modified to ICP	Unit 1: <i>Number</i> Duration: 5 weeks Assessment: short test- Place Value, Assessment test- solving addition and subtraction problems  Unit 2: <i>Number</i> Duration: 5 weeks Assessment: Class test Assessment-Multiplication and division	Unit 3: <i>Measurement</i> Duration: 5 weeks Assessment: Find the quantity of dirt required for a garden bed in the LPP Garden  Unit 4: <i>Measurement</i> Duration: 5 weeks Assessment: In class assignment	Unit 5: <i>Shape</i> Duration: 5 weeks Assessment: Class test  Unit 6: <i>Location and Transformation</i> · Measure · Geometric Reasoning Duration: 5 weeks Assessment: Class Test	Unit 7: <i>Chance</i> · Data · Algebra Duration: 5 weeks Assessment: Assignment  Unit 8: <i>Data</i> · Fractions · Geometric · Location Duration: 5 weeks Assessment: Class test

CORE SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4
<b>SCIENCE</b>  <b>Modified to ICP</b>	<b>CHEMICAL SCIENCES</b> <b>Unit 1: Laboratory Skills and Safety</b> <b>Duration:</b> 3 weeks <b>Assessment:</b> Practical Test  <b>CHEMICAL SCIENCES</b> <b>Unit 2: Particle Theory and States of Matter</b> <b>Duration:</b> 7 Weeks <b>Assessment:</b> Scientific Report	<b>CHEMICAL SCIENCES</b> <b>Unit 3A: Atomic Theory &amp; Chemical Change</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Supervised Exam  <b>CHEMICAL/PHYSICAL SCIENCES</b> <b>Unit 3B: Natural Radioactivity</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Research Report	<b>BIOLOGICAL SCIENCES</b> <b>Unit 4: Microscopes &amp; Cell Biology</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Supervised exam  Laboratory Skills: Microscope license	<b>BIOLOGICAL SCIENCES</b> <b>Unit 5: Human Physiology</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Research Task  <b>BIOLOGICAL SCIENCES</b> <b>Unit 6: Homeostasis</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Portfolio
<b>HUMANITIES</b> <b>History</b> <b>Geography</b> <b>Economics and Business</b>  <b>Modified to ICP</b>	<b>History</b> <b>Unit 1: Western and Islamic World / The Vikings</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Research Task – Non-fiction Book	<b>History</b> <b>Unit 2: Expanding Contacts/The Black Death in Asia, Europe and Africa</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Research Task – Photo Journal	<b>Geography</b> <b>Unit 3: Changing Nations to War on Waste</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Research Task – Model / Town Plan	<b>Economics and Business</b> <b>Unit 4: War on Waste</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Project – Waste strategy or invention
<b>HPE</b> Duration: 1 Semester <b>Theory</b>  <b>Practical</b>	<b>Unit 1: Nutrition</b> <b>Duration:</b> 7 weeks <b>Assessment:</b> Multimodal Presentation.	<b>Unit 2: Sports Related Fitness</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Scientific Report	<b>Unit 3: Alcohol &amp; Tobacco Education</b> <b>Duration:</b> 8 weeks <b>Assessment:</b> Persuasive Essay	
	<b>Unit 1: Swimming</b> <b>Duration:</b> 7 weeks <b>Assessment:</b> Practical Performance	<b>Unit 2: Indirect Interceptive</b> <b>Duration:</b> 4 weeks <b>Assessment:</b> Practical Performance	<b>Unit 3: Direct Interceptive</b> <b>Duration:</b> 8 weeks <b>Assessment:</b> Practical Performance	<b>Unit 4: Athletics</b> <b>Duration:</b> 4 weeks <b>Assessment:</b> Practical Performance

CORE SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4
LANGUAGES Japanese	<p><b>Unit 1: School Life</b> Duration: 5 weeks Assessment: Listening test</p> <p><b>Unit 2: Sports and Leisure</b> Duration: 5 weeks Assessment: Speaking Test</p>	<p><b>Unit 3: Around Town</b> Duration: 5 weeks Assessment: Reading test</p> <p><b>Combined task 1-3</b> (Including hiragana) Duration: 4 weeks Assessment: Writing task</p>	<p><b>Unit 5: Shopping</b> Duration: 4 weeks Assessment: Speaking task</p> <p><b>Unit 6: Weekend plans</b> Duration: 5 weeks Assessment: Listening exam</p>	<p><b>Unit 7: Holiday plans</b> Duration: 5 weeks Assessment: Speaking task</p> <p><b>Unit 8: Everyday Life</b> (combination of units 1-8) Duration: 5 weeks Assessment: Reading task</p>

## Elective Subjects -Year 8

HOME ECONOMICS	INDUSTRIAL TECHNOLOGY AND DESIGN	THE ARTS	DIGITAL TECHNOLOGIES
<p><b>Unit 1: Textiles</b>  <b>Duration:</b> 4 weeks  <b>Assessment:</b> Recycled Pillowcase shopping bag</p> <ul style="list-style-type: none"> <li>• Practical</li> <li>• Procedural</li> </ul> <p><b>Unit 2: Cookery</b>  <b>Duration:</b> 16 weeks  <b>Assessment:</b> Continuous Cookery</p> <ul style="list-style-type: none"> <li>• Practical</li> <li>• Procedural</li> </ul> <p><b>Assessment:</b> Pizza Project  Written/Practical Assignment  Report</p>	<p><b>Unit 1: Timber serving tray</b>  <b>Duration:</b> 5 weeks  <b>Assessment:</b> Product and Procedural</p> <p><b>Unit 2: Dustpan</b>  <b>Duration:</b> 3 weeks  <b>Assessment:</b> Product and Procedural</p> <p><b>Unit 3: Graphic Design</b>  <b>Duration:</b> 3 weeks  <b>Assessment:</b> Product and Procedural</p> <p><b>Unit 4: Storage rack - Design</b>  <b>Duration:</b> 6 weeks  <b>Assessment:</b> Design Folio</p>	<p><b>Dance</b>  <b>Unit 1: The Elements of Dance</b>  <b>Duration:</b> 20 weeks  <b>Assessment:</b> Class Performance, Written Response to Dance and small group choreography</p> <p><b>Drama</b>  <b>Unit 1: The Elements of Drama</b>  <b>Duration:</b> 20 weeks  <b>Assessment:</b> Scripted Performance, Role Play Development and Performance, Written Response to Film Segment, Collage Drama performance.</p> <p><b>Music</b>  <b>Unit 1: World Music</b>  <b>Unit 2: Rock Music</b>  <b>Duration:</b> 20 Weeks  <b>Assessment:</b> Performance, Composition and Analysis Essay</p> <p><b>Visual Art</b>  <b>Unit 1: Personal Geographies</b>  <b>Duration:</b> 20 Weeks  <b>Assessment:</b> Portrait, Analysis Essay. 2D, 3D, 4D Artwork</p>	<p><b>Duration:</b> 1 term</p> <p><b>Assessment:</b> Compilation of a folio of work</p> <ul style="list-style-type: none"> <li>• Website design</li> <li>• Coding using Scratch</li> <li>• How computers work</li> <li>• 3D designing and printing</li> <li>• Control and Automation</li> </ul>
AGRICULTURAL PRACTICES			
<p><b>Unit 2: Introduction to Farming Systems</b></p> <ul style="list-style-type: none"> <li>• WHS</li> <li>• Farming as a system</li> <li>• Poultry production</li> <li>• Beef cattle production systems</li> <li>• Cattle handling skills</li> </ul> <p><b>Duration:</b> 20 weeks</p> <p><b>Assessment:</b> Written Project, Practical Skills Checklists, Supervised Written Assessment</p>			

## CORE SUBJECTS Year 9

CORE SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH	<b>Unit 1: Fiction in Fact</b> <b>Duration:</b> 8 weeks <b>Assessment:</b> Imaginative written (short story)	<b>Unit 2: Empathy and understanding</b> <b>Duration:</b> 9 weeks <b>Assessment:</b> Seen exam – Expository Essay	<b>Unit 3: Reading the world of popular culture</b> <b>Duration:</b> 8 weeks <b>Assessment:</b> Written exam – expository essay	<b>Unit 4: Recreating fiction</b> <b>Duration:</b> 12 weeks <b>Assessment:</b> Multimodal transformation – (based on novel study)
MATHS	<b>Unit 1: Real Numbers, Finance and Algebra</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> 1 x PSMT (Report) and 1 x 60-minute exam	<b>Unit 2: Geometry, Chance and Data</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> 2 x 60-minute exams	<b>Unit 3: Measurement, Pythagoras/Trigonometry and Algebra</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> 1 x PSMT (Report) and 1 x 60-minute exam	<b>Unit 4: Linear Relationships, real numbers and measurement</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> 1 x 60-minute exam
SCIENCE	<b>BIOLOGICAL SCIENCES Unit 1: Ecology</b> <b>Duration:</b> 8 weeks <b>Assessment:</b> Scientific Report  <b>PHYSICAL SCIENCES Unit 2A: Forces in Motion</b> <b>Duration:</b> 2 weeks <b>Assessment:</b> Response to Stimulus	<b>PHYSICAL SCIENCES Unit 2B: Forces in Motion</b> <b>Duration:</b> 7 weeks <b>Assessment:</b> Written Exam  <b>CHEMICAL SCIENCES Unit 3A: Rates of Reaction and Periodic Trends</b> <b>Duration:</b> 3 weeks <b>Assessment:</b> Response to Stimulus	<b>CHEMICAL SCIENCES Unit 3A: Rates of Reaction and Periodic Trends</b> <b>Duration:</b> 7 weeks <b>Assessment:</b> Scientific Report  <b>PHYSICAL SCIENCES Unit 4: Sound and Light</b> <b>Duration:</b> 3 weeks <b>Assessment:</b> Portfolio	<b>BIOLOGICAL SCIENCES Unit 5: Hereditary Traits</b> <b>Duration:</b> 6 weeks  <b>BIOLOGICAL SCIENCES Unit 6: Evolution</b> <b>Duration:</b> 4 weeks <b>Assessment:</b> Written Exam

CORE SUBJECT	TERM 1		TERM 2		TERM 3		TERM 4	
<b>HUMANITIES</b>  History Geography  Modified to ICP	<b>Geography</b> <b>Unit 3: Biomes and Food Security</b> <b>Duration:</b> 10 Weeks <b>Assessment:</b> Investigation - Report		<b>Geography</b> <b>Unit 1: Geographies of Interconnections</b> <b>Duration:</b> 10 Weeks <b>Assessment:</b> Examination – combination response		<b>History</b> <b>Unit 2: The Industrial Revolution (1750 – 1914)</b> <b>Duration:</b> 10 Weeks <b>Assessment:</b> Exam – Response to Stimulus		<b>History</b> <b>Unit 4: World War I (1914 – 1918)</b> <b>Duration:</b> 10 Weeks <b>Assessment:</b> Exam – Source Analysis	
<b>HPE Theory</b>	<b>Unit 1: Harm Minimisation – Illicit Drug Education</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Persuasive text		<b>Unit 2: Relationships Education</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Combination Exam		<b>Unit 3: Movement Analysis</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Report		<b>Unit 4: Mental Health</b> <b>Duration:</b> 8 weeks <b>Assessment:</b> Multimodal Presentation	
<b>Practical</b>	<b>Unit 1: Swimming</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Practical Performance	<b>Unit 2: Indirect Interceptive</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Practical Performance	<b>Unit 3: Personal Fitness</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Practical Performance	<b>Unit 4: Indirect Interceptive</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Practical Performance	<b>Unit 5: Direct Interceptive</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Practical Performance	<b>Unit 6: Choice of Sport</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Practical Performance	<b>Unit 7: Direct Interceptive</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Practical Performance	<b>Unit 8: Choice of Sport</b> <b>Duration:</b> 3 weeks <b>Assessment:</b> Practical Performance

## ELECTIVE SUBJECTS YEAR 9

These elective subjects are for a semester

ART		<b>Unit 1: Elemental (2D printmaking &amp; 3D Sculpture)</b> <b>Duration:</b> 20 weeks <b>Assessment:</b> Print Folio, Research and Analysis, Ceramic Vessel, Personal Reflection		<b>Unit 2: Unconventional (Drawing, Painting, Sculpture)</b> <b>Duration:</b> 20 weeks <b>Assessment:</b> Drawing Folio, Responding Task, Large Scale Sculpture or Painting	
YOUTH ACTION PROGRAM	Theory	<b>Unit 1: Environmental Awareness / Community Service</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Project Folio: Community Service activity and reflection.	<b>Unit 2: Outdoor Recreation / Camp Craft</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Research Assignment	<b>Unit 3: National Parks</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Short Response Test	<b>Unit 3: Reef Guardian / Initiative Games</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Research Assignment – Multimodal
	Practical	<b>Unit 1: Swimming / Community Service Project</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Practical Performance within swimming and community service project.	<b>Unit 2: Outdoor Education</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Practical Performance – archery, Camp Craft, Bush Cooking etc	<b>Unit 3: Climbing / Indigenous Games</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Practical Performance within climbing and indigenous games.	<b>Unit 4: Initiative Games</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Practical Performance – participation in initiative games + creation and delivery of an initiative game.

<b>DIGITAL TECHNOLOGIES</b>	<p><b>Unit 1: Web Development</b>  <b>Duration:</b> 5 weeks  <b>Assessment:</b> Multipage structured HTML Website</p> <p><b>Unit 2: Game Coding (Block &amp; JavaScript)</b>  <b>Duration:</b> 5 weeks  <b>Assessment:</b> Digital Portfolio of Games</p>		<p><b>Unit 3: Robotics</b>  <b>Duration:</b> 5 Weeks  <b>Assessment:</b> Portfolio</p> <p><b>Unit 4: IOT Coding (JavaScript &amp; C++)</b>  <b>Duration:</b> 5 Weeks  <b>Assessment:</b> Portfolio</p>	
<b>ECONOMICS and BUSINESS</b>	<p><b>Unit 1: Responding to Business Opportunities in the Australian Market</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Folio of work</p>	<p><b>Unit 2: Financial Responsibilities, Risks and Rewards</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Folio of work</p>	<p><b>Unit 3: Competition in the Global Economy</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Folio of work</p>	<p><b>Unit 4: Improving Business Productivity</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Folio of work</p>

## ELECTIVE SUBJECTS YEAR 9

These elective subjects are for a semester

<b>HOME ECONOMICS</b>	<b>Unit 1: Introduction to Home Economics – Safety/Hygiene/Techniques/Processes</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Collection of Work - Procedural		<b>Unit 3: Textiles - Sustainability</b> <b>Duration:</b> 5 weeks <b>Assessment:</b> Project – Design Folio	
	<b>Unit 2: Australian Dietary Guideline 2 – Enjoy a wide variety of nutritious foods from the five food groups every day (Vegetables and Fruit)</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Multimodal Presentation/Report; Supervised Exam		<b>Unit 4: Preservation, Preparation and Presentation</b> <b>Duration:</b> 15 weeks <b>Assessment:</b> Project – Design Folio; Supervised Exam	
<b>DANCE</b>	<b>Unit 1: Popular Dance Through the Decades</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Class Performance and Response to Music Video Clip	<b>Unit 2: The Magic of Musical Theatre</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Class Performance and Small Group Choreography	<b>Unit 3: Cultural Dance Fusion</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Class Performance and Research Task	<b>Unit 4: Contemporary Dance Origins</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Small Group Choreography and Response to Contemporary Dance Work
	<b>Unit 1: Introduction to Media</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Written exam, and still image folio	<b>Unit 2: Advertising</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Storyboard and filmed advertisement	<b>Unit 3: New Media</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Creating a Vlog or YouTube channel	<b>Unit 4: Storytelling</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Storyboard and High School Drama short film
<b>MEDIA ARTS</b>	<b>Unit 1: Do You Hear the People Sing?</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Composition, Responding Assignment	<b>Unit 2: Rock Star</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Performance, Responding Exam	<b>Unit 3: The Heroes Journey</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Composition, Performance	<b>Unit 4: Fusion</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Song Analysis, Performance Task
	<b>Unit 1: Mirror Mirror</b> <b>Duration:</b> 15 weeks <b>Assessment:</b> Scripted Presenting Task and Responding Task	<b>Unit 2: Children's Theatre</b> <b>Duration:</b> 15 weeks <b>Assessment:</b> Forming and Presenting Task	<b>Unit 3: Space Demons</b> <b>Duration:</b> 10 weeks <b>Assessment:</b> Scripted Presenting Task, Technology Treatment, Responding Task	
<b>DRAMA</b>				

## ELECTIVE SUBJECTS YEAR 9

These elective subjects are for a semester

<b>AGRICULTURAL PRACTICES</b>	<p><b>Unit 1: WH&amp;S in Agricultural Industries</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Animal Production report, Poultry</p> <p><b>Duration:</b> 10 weeks  <b>Assessment:</b> Supervised Written Assessment</p>	<p><b>Unit 2: Cattle Production Systems &amp; Minimum Stress Cattle Handling</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Practical Skills Checklist, Investigation</p>	<p><b>Unit 3: Agricultural Land Management</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Practical Skills Checklist, Written and Oral Project</p>	<p><b>Unit 4: Horticultural Production Systems</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Practical Skills Checklist, Written Project</p>
<b>STEM</b>	<p><b>Unit 1: Workplace Health and Safety</b>  <b>Duration:</b> 5 weeks  <b>Assessment:</b> Supervised Written Review</p> <p><b>Unit 2: Electronics</b>  <b>Duration:</b> 5 weeks  <b>Assessment:</b> Product (Simple LED Circuit Manufacture)</p>	<p><b>Unit 3: 3D Modelling and Printing</b>  <b>Duration:</b> 5 weeks  <b>Assessment:</b> Product (Key Tag)</p> <p><b>Unit 4: Robotics</b>  <b>Duration:</b> 5 weeks  <b>Assessment:</b> Practical Performance (Sumo Robot Operation)</p>	<p><b>Unit 5: Engineering Design</b> (Forces and Motion)  <b>Duration:</b> 5 weeks  <b>Assessment:</b> Scientific Investigation</p> <p><b>Unit 6: Systems Engineering</b>  <b>Duration:</b> 5 weeks  <b>Assessment:</b> Product (Working Traffic Lights)</p>	<p><b>Unit 7: Electro-mechanics and Micro-controllers</b>  <b>Duration:</b> 5 weeks  <b>Assessment:</b> Product (Micro- Controller)</p> <p><b>Unit 8: Computer Aided Drafting and Manufacturing</b> (CNC / CAD / CAM)  <b>Duration:</b> 5 weeks  <b>Assessment:</b> Product (CNC Laser plywood pictures)</p>
<b>Materials and Technologies Specialisations 2 (Timber)</b>	<p><b>Unit 1: Serving Tray</b>  <b>Duration:</b> 8 weeks  <b>Assessment:</b> Product and Procedural</p> <p><b>Unit 2: Acrylic Cake Server</b>  <b>Duration:</b> 4 weeks  <b>Assessment:</b> Product and Procedural</p>	<p><b>Unit 3: Design - Mug Tree</b>  <b>Duration:</b> 8 weeks  <b>Assessment:</b> Product</p>	<p><b>Unit 4: Spice Rack</b>  <b>Duration:</b> 8 weeks  <b>Assessment:</b> Product and Procedural</p>	<p><b>Unit 5: Puzzle</b>  <b>Duration:</b> 8 weeks  <b>Assessment:</b> Product and Procedural</p>

## ELECTIVE SUBJECTS YEAR 9

These elective subjects are for a semester

<b>Materials and Technologies Specialisations (Metal)</b>	<p><b>Unit 1: Carry-all &amp; Tray</b>  <b>Duration:</b> 7 weeks  <b>Assessment:</b> Product and Procedural</p> <p><b>Unit 2: Engineer's Square</b>  <b>Duration:</b> 6 weeks <b>Assessment:</b> Product and Procedural</p>	<p><b>Unit 3: BBQ Slice</b>  <b>Duration:</b> 3 weeks  <b>Assessment:</b> Product and Procedural</p> <p><b>Unit 4: Screwdriver</b>  <b>Duration:</b> 7 weeks  <b>Assessment:</b> Product and Procedural</p>	<p><b>Unit 5: Design – Aircraft</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Product and Procedural</p>	<p><b>Unit 6 Extension: Design - Copper Bowl</b>  <b>Duration:</b> 7 weeks  <b>Assessment:</b> Product and Procedural</p>
<b>GRAPHICS and DESIGN</b>	<p><b>Unit 1: Sketching, Rendering &amp; Basic Geometrical Constructions</b>  <b>Duration:</b> 4 weeks  <b>Assessment:</b> Short response</p> <p><b>Unit 2: Orthogonal &amp; Pictorial Projection/ Introduction to CAD</b>  <b>Duration:</b> 6 weeks  <b>Assessment:</b> Practical Test, Short response</p>	<p><b>Unit 3: Industrial Design</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Design Folio &amp; Prototype</p>	<p><b>Unit 4: Surface Development</b>  <b>Duration:</b> 8 weeks  <b>Assessment:</b> Practical Assignment, Short response</p>	<p><b>Unit 5: Industrial Design</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Design Folio</p>
<b>LANGUAGES/JAPANESE</b>	<p><b>Unit 1: Shopping and Eating Out in Japan</b>  <b>Duration:</b> 10 weeks (1 week for assessment)  <b>Assessment:</b> Speaking (Role play ordering food in a restaurant)  Listening (prices and role play)</p>	<p><b>Unit 2: Making Arrangements and Holiday Plans</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Reading (daily schedules), Writing (itineraries)  *Intermittent script tests*</p>	<p><b>Unit 3: My home and living in Japan</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Listening (following directions)  Speaking (ideal home)  *Intermittent script tests*</p>	<p><b>Unit 4: Homestay</b>  <b>Duration:</b> 8 weeks  <b>Assessment:</b> Reading (Correspondence to my family)  *Intermittent script tests*</p>

## Core Subjects



### English- Years 7, 8 & 9

**HOD: Ms Palm**

#### **Content:**

The study of English consists of studies associated with the five main language activities– reading, writing, speaking, listening and viewing. With a strong focus on literacy, students will learn a variety of reading comprehension strategies and expand their vocabulary through different spoken and written language activities.

In Junior Secondary, English classes are customised according to information gathered from primary schools and literacy testing undertaken at Gympie High to ensure that students continue to improve their reading and writing skills. The customised classes cater to all students from Learning Support through to Extension. Lessons are divided into segments with rotations of silent and group reading time, reading comprehension strategies, vocabulary building, grammar, spelling and Australian Curriculum assessment activities.

#### **Year 7 Assessment:**

Students will learn a variety of written and spoken genres for a range of purposes, contexts and audiences. They are given multiple opportunities to demonstrate their understanding of language choices across a range of contexts and the power that language has to fulfil a variety of purposes.

Written assessment includes a memoir, an imaginative short story based on artwork, a photo, a poem or short story. Spoken assessment includes: a persuasive speech about a character from the class novel and a multimodal presentation analysing song lyrics. Essential skills class activities, weekly spelling and homework are also included in the end of semester calculation of results.

#### **Year 8 Assessment:**

Students will learn a variety of written and spoken genres for a range of purposes, contexts and audiences. They are given multiple opportunities to demonstrate their understanding of language choices across a range of contexts and the power that language has to fulfil a variety of purposes.

Assessment includes writing a fractured fairy tale and creating a folio of written items in response to a class novel. For spoken assessment, students will prepare and present an analysis of a short film and short story and a persuasive multimodal.

Essential skills class activities, weekly spelling and homework are also included in the end of semester calculation of results.



## English- Years 7, 8 & 9

### Year 9 Assessment:

Students will learn a variety of written and spoken genres for a range of purposes, contexts and audiences. They are given multiple opportunities to demonstrate their understanding of language choices across a range of contexts and the power that language has to fulfil a variety of purposes.

Written assessment includes: a short story, a seen exam – analytical essay based on an in-depth study of a novel, and an unseen exam – analytical essay based on a music video clip. Spoken assessment is an imaginative transformation of a scene from a class novel.

All junior students are encouraged to identify areas of weakness, monitor their own improvement, and celebrate their success.

### Other Information:

English or Essential English is **COMPULSORY** to Year 12.

Demonstrating a command of English is important for all careers. Employers expect their employees to be able to communicate by speaking and writing and be able to listen to or read directions.

The resources provided in English classes are mainly the maintenance and extension of class sets of novels, plays, poetry and language books, photocopying paper, DVDs and cultural performances.

## Core Subjects



### Health & Physical Education - Years 7, 8 & 9

**HOD: Mr Swan**

Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities. Years 7 & 8 now do HPE for One Semester.

#### Year 7 Theory:

##### **Content: 1 Semester**

Unit 1 – Health Studies: Why Health? Dimensions of Health and Learning to Learn

Unit 2 – Health Studies: Fit for Life –Health Related Fitness

Unit 3 – Health Studies: I Am Who I Am – Human Relationships Education

##### **Practical – Each term consists of two 5-week units**

Unit 1 – Swimming

Unit 2 – Direct Interceptive Sports (touch, soccer, basketball etc.) / Athletics

Unit 3 – Indirect Interceptive Sports (tennis, badminton, cricket, etc.) / Direct Interceptive Sports

#### Year 8 Theory:

##### **Content: 1 Semester**

Unit 1 – Health Studies: Food for Thought – Nutrition

Unit 2 – Health Studies: Fast and Furious – Sports Related Fitness

Unit 3 – Health Studies: I Need to Know – Relationships Education

##### **Practical – Each term consists of two 5-week units**

Unit 1 – Swimming

Unit 2 – Indirect Interceptive Sports (tennis, badminton, cricket, etc.) / Athletics

Unit 3 – Direct Interceptive Sports / Indirect Interceptive Sports (tennis, badminton, cricket, etc.)

#### Year 9 Theory:

##### **Content:**

Term 1 – Health Studies: Harm Minimisation

Term 2 – Health Studies: Relationships Education

Term 3 – Health Studies: Movement Analysis

Term 4 – Health Studies: Mental Health

##### **Practical – Each term consists of two 5-week units**

Term 1 – Indirect Interceptive & Direct Interceptive sports

Term 2 – Direct Interceptive sports & Athletics

Term 3 – Personal Fitness Activities

Term 4 – Indirect Interceptive & Direct Interceptive sports



## Rugby League & Volleyball Academy

The Gympie State High School Rugby League & Volleyball Academy functions as regular HPE classes where students will select the Rugby League or Volleyball class as their core HPE class. The theory content of these classes is identical to a mainstream HPE class but the practical focus is on Rugby League or Volleyball. To meet curriculum requirements, other practical activities are explored with Rugby league & Volleyball being the dominant focus. It is expected that students who undertake this program play in the interschool games and abide by the Gympie State High School student code of conduct to do so.

### Year 7 Theory:

Unit 1 – Health Studies: Why Health? Dimensions of Health and Learning to Learn

Unit 2 – Health Studies: Fit for Life –Health Related Fitness

Unit 3 – Health Studies: I Am Who I Am – Human Relationships Education

### Year 7 Practical

Unit 1 – Volleyball / Rugby League / Aquatics / Athletics

Unit 2 – Volleyball / Rugby League / Direct Interceptive Sports

### Year 8 Theory:

Unit 1 – Health Studies: Food for Thought – Nutrition

Unit 2 – Health Studies: Fast and Furious – Sports Related Fitness

Unit 3 – Health Studies: I Need to Know – Relationships Education

### Year 8 Practical:

Unit 1 – Volleyball / Rugby League / Swimming

Unit 2 – Volleyball / Rugby League / Athletics

### Year 9 Theory:

Term 1 – Health Studies: Harm Minimisation

Term 2 – Health Studies: Relationships Education

Term 3 – Health Studies: Movement Analysis

Term 4 – Health Studies: Mental Health

### Year 9 Practical:

Term 1 – Volleyball / Rugby League / Athletics

Term 2 – Volleyball / Rugby League / Athletics

Term 3 – Volleyball / Rugby League / Indirect Interceptive Sports

Term 4 – Volleyball / Rugby League / Direct Interceptive Sports

## Core Subjects



### Humanities - Year 7, 8 and 9

**HOD: Ms Veverka**

#### **Content:**

At Gympie High, students complete a range of term-based units from the discrete disciplines of History and Geography, with aspects of Civics and Citizenship and Economics and Business integrated in Years 7 and 8, in alignment with the Australian Curriculum. In Year 9, History and Geography are studied in discrete discipline units, two per semester. Each discipline has unique content and skills; however, all have common elements with respect to research processes utilising the Inquiry Approach that are transferable to all subjects, and into the senior years of study. The study of History helps students to understand how significant global events of the past have shaped the world in which they live today. The study of Geography helps students to understand how our actions today impact the Earth, now and into the future. Across all units in Humanities, students learn about human behaviour and interaction in social, cultural, environmental, economic and political contexts. Units studied have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. Through studying the Humanities, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors, and how these different factors interrelate. The Humanities in the Australian Curriculum provides a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

#### **Assessment:**

In the Humanities, students will complete a range of written, spoken and multimodal assessment tasks. These include:

- Research reports using Historical and Geographical Inquiry Approach
- Short responses and extended responses to questions in exam conditions
- Data analysis of written and visual texts
- Decision-making using criteria
- Folios of in-class tasks
- Content, stimulus response, and essay tests
- Multimodal presentations

#### **Other Information: Key ideas of the 3-year Junior Humanities course include:**

- Who we are, who came before us, and traditions and values that have shaped societies.
- How societies and economies operate and how they are changing over time.
- The ways people, places, ideas and events are perceived and connected.
- How people exercise their responsibilities, participate in society and make informed decisions.
- Students are provided with a variety of printed reading matter, textbooks, magazines, worksheets and access to Click view documentaries during the course.
- Students are expected to access internet and technologies through class tasks and assessment.

## Core Subjects



### Japanese - Years 7 & 8

**HOD: Ms Veverka**

**Content:**

At Gympie High, students complete a semester of Japanese in Year 7 and a semester of Japanese in Year 8. In Year 9, Japanese becomes an elective subject.

All students therefore in Years 7 and 8 will get the opportunity to develop skills in the process of learning a second language. These skills are transferrable to most senior subjects as students improve their English skills through a course in another language.

By learning about a diversity of cultures, students gain a greater understanding of the world around them and their place within it, creating opportunities for students to practise empathy and racial and cultural tolerance. Students are provided with set reading matter, texts, magazines, worksheets and access to a variety of computer software, as well as audio-visual materials during the course. There are also opportunities to participate in cultural activities including watching performances and enjoying foods.

**Assessment:**

Students will complete a range of assessments covering the four macro-skills: Reading, Writing, Listening and Speaking. Tasks will be completed under test conditions or as tasks prepared in class and own time.

**Other Information:**

The study of a foreign language is extremely important to Australia in terms of trade links and the tourist industry, and apart from exciting jobs in tourism and hospitality, students can combine Language studies with commerce, law, engineering, science and business studies to improve job prospects in these areas.

## Core Subjects



### Mathematics- Years 7, 8 & 9

**HOD: Mr Morton**

#### **Content:**

The study of mathematics applies the standards and expectations of the National Curriculum across a range of thematic units – from water conservation to exploring the universe. This approach enables students to see the links between mathematics and the real world, and to deepen and enrich the interconnectedness of ideas.

Classes are customised based on information from previous years – anecdotal information from the primary schools (for year 7 classes), as well as diagnostic testing, previous results and NAPLAN achievement.

Lessons are broken into segments to allow for warm-ups, cognitive activators to deepen understanding and a rehearsal phase to improve skills.

#### **Assessment:**

A range of diagnostic and formative assessment tasks will be completed as part of each term-long unit and a selection of these which best show the student's abilities will be used for summative assessment.

In addition, each unit generally consists of an assignment and an exam which count towards their grade.

Homework – as per the school guidelines – is also considered towards the final grade for the students.

#### **Other information:**

Mathematics is a compulsory subject through to year 12, and is the basis for a key set of skills and ways of thinking which are valuable to employment and further education.

Students are required to supply their own equipment. This includes: a workbook, a rule book, a textbook (from the student resource hire scheme), a scientific calculator, stationery items and a ruler.

#### **Differentiation:**

Mathematics at GSHS provides opportunities for tailored teaching and learning, with Extension, Core and Practical mathematics classes at each year level. All students will cover the same units but with more or less speed and depth. Students may move between Extension, Core, and Practical classes in subsequent Semesters.

**It is vital that all this equipment is present in every lesson.**

The recommended calculator is an Abacus SXIIMATRIXN version available for purchase from the school.

## Core Subjects



### Science - Year 7, 8 and 9

**HOD: Mrs Wilson (acting)**

#### **Content:**

Science at Gympie SHS relies on the Australian Curriculum to develop its structure for curriculum, assessment and reporting. Science in year 7, 8 and 9 provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society and its applications in our everyday lives.

#### **Science Understanding in Year 7:**

In Year 7 Science, students are introduced to the laboratory and learn how to operate apparatus in a safe manner. As part of their integration into the laboratory, students are required to complete their Bunsen burner licence. They explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources, including rocks and consider how this classification depends on the timescale considered. They investigate relationships in the earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

#### **Science Understanding in Year 8:**

In Year 8 Science, students further develop their laboratory skills. They learn about atomic and particle theory and use this to explain phenomena related to heat transfer and alternative energy sources. Students are introduced to the chemistry of carbon and the cell theory of living organisms and consider how biological systems are organised.

#### **Science Understanding in Year 9:**

In Year 9 Science, students analyse how biological systems function and respond to external changes and how body systems are interdependent. They explain chemical reactions in terms of the atomic structure of elements and describe examples of important chemical reactions. They describe the physics of forces and motion, sound and light to explain phenomena. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

## Science - Year 7, 8 and 9



### Science Investigation Skills:

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

### Science as a Human Endeavour:

As part of each topic studied in science, students investigate Science as a Human Endeavour (SHE) to address the relevance of science in the natural world. It enables students to pose, and respond to, social and ethical questions through scientific research. In addition, SHE encourages students to identify the contributions of different cultures and nations to science over time. These contributions have formed the foundation of our scientific knowledge which is then continually updated through new discoveries. As a result, SHE enables students to be able to identify and analyse how science can be used to inform decisions and actions on a daily basis

### Assessment:

Students are given multiple opportunities to demonstrate their understanding so they can monitor their progress and improve their results.

Assessments include:

- Research conducted to prepare written or multimodal reports
- Practical investigations conducted to prepare scientific reports
- Supervised assessments, written and practical

### Other Information:

In order to support students to be successful learners, there are a number of 21st-century skills that are considered essential. These skills (“general capabilities”) are embedded into science teaching and learning at GSHS wherever appropriate. They include: Literacy, Numeracy, Information and Communication Technology (ICT) capability, and Critical and Creative Thinking.

### Cross-Curriculum Priorities:

Science at GSHS allows students to develop an appreciation of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Environmental Sustainability.

### Differentiation:

Science at GSHS provides opportunities for tailored teaching and learning, with Extension, Core and Practical Science classes at each year level. All students will cover the same units but with more or less speed and depth. Students may move between Extension, Core and Practical classes in subsequent Semesters.



# **YEAR 7**

# **ELECTIVE CURRICULUM**

**Agriculture  
Digital Technologies  
Design and Technologies  
Home Economics  
The Arts**

# Curriculum



## Agriculture - Year 7

**HOD: Mr Hansen**

### Content:

Agriculture in Year 7 introduces students to the scope of agricultural enterprises that are managed and run by students and staff at the school's farm. This subject provides the background necessary to inform subject choices in Agriculture that can be made from Years 9-12.

During the course, students engage in practical and theoretical learning experiences where the emphasis is on "Agriculture in Context". Students undertake management of broiler and layer poultry, calculate weight gains over time and measure feed-use efficiency. The monitoring, harvesting and packing of golden button squash and strawberries gives students an insight into sustainable horticultural production.

Farm safety is an important aspect of this course and students practise this each day at the farm where they are expected to wear appropriate personal protective equipment, such as hats, sunscreen and closed footwear. Students are given the opportunity to gain confidence in handling large animals when they practise the safe handling and grooming of cattle.

### Assessment:

Assessment of student performance is designed to be ongoing and to provide regular feedback, allowing for correction, learning and deepening of knowledge. Students are given multiple opportunities to demonstrate their understanding and skills so they can monitor their progress and improve their results. Assessment instruments include supervised written reviews, projects, reports and practical skills tests.

### Other Information:

These subjects will allow students to develop interests in Agricultural Science, Certificate II in Rural Operations, and Certificate II in Production Horticulture. These subjects are sound preparation for careers in both academic and practical agriculture-related careers.

# Curriculum



## Digital Technologies - Year 7

**HOD: Mrs Radecker**

### Course length: 1 Semester

Information technology and digital media are used in many areas of our lives. We engage with this technology whenever we use a mobile phone, computer, gaming console and even some home appliances. Almost everything with a screen uses information technology and digital media to work.

The Digital Solutions elective will introduce students to a cross-section of the technology that brings digital media into our lives, homes, businesses and workplaces. Depending on the student's level of IT experience upon entering the subject, there may be an opportunity to create a game or "app" that can be played on a phone or computer.

Students will develop a range of core skills that employers are seeking – *ability to analyse a real-world problem or challenge, apply problem-solving skills, develop a novel solution to the problem, and communicate effectively*. Highly motivated students will have the opportunity to learn extra skills specific to the IT industry that can lead to a career in the digital media, computer game and software development industry.

#### Areas of study include:

- How information technology and digital media shape our world
- Applying information technology and digital media skills to solve problems
- The basic concepts of game design and game mechanics
- Web page development
- Robotics and coding

#### Assessment:

Students are assessed through their engagement with, and completion and submission of project work based on the topics of study listed above. Project work can range from short written reports, a short video composition, to a completed computer game or other coding assignment. All project work is based on developing skills that will be useful to students in the real world, and are based on typical IT industry skills and qualifications.

#### Other Information:

This course provides students with some of the essential digital literacy skills required to navigate their ongoing educational pathway through high school and, if chosen, their future tertiary education. It also forms the pathway for students interested in pursuing a career that involves use of information technology and digital media.



## Design and Technologies – Year 7

**HOD: Mrs Radecker**

### Content:

Year 7 Design is an introductory course to the design process in an industrial setting. It enables students to engage in the design process as they explore and investigate materials, manufacturing methods and processes, developing practical skills in wood and plastics. Learning experiences will be based on problem-solving activities and develop creativity, originality and practicality. Students will be required to use computer aided drafting (CAD) and computer aided machining (CAM) technologies to produce items using a 3Dprinter or laser etcher/cutting machine.

This course will develop students' skills in the following areas.

- Sketching
- Rendering
- Investigation/Research
- Design activities
- CAD/CAM

### Assessment: Timber Storage Box

Students are assessed by matching their individual performances to a set of performance standards. This is achieved through classwork drawings, in-class activities and assignment work. The following criteria are used to determine student level of achievement:

#### Knowledge & Understanding

Technologies & Society  
Technology Contexts

#### Process & Production Skills

Investigating & Defining  
Generating & Designing  
Producing & Implementing  
Evaluating  
Collaborating & Managing

### Other Information:

This subject is a prelude to Design in Years 9 & 10 and Design in Years 11 & 12.

It also provides a good foundation for the practical subjects in Industrial Technology & Design.

Correct footwear for workplace health and safety requirements as per the Gympie State High School footwear policy will be expected for all practical lessons. **Shoes must be fully enclosed with all leather or vinyl uppers.** No other shoes will be accepted in the workshop.

# Curriculum



## Home Economics – Year 7

**HOD: Mr Swan**

### Content:

Home Economics focuses on the acquisition of skills and knowledge of both food and textiles. In the food area, the focus is on kitchen safety and hygiene, kitchen equipment, techniques for measuring, use and care of kitchen equipment, oven use, stove management, understanding recipes and making healthy food choices.

Students will gain practical experience with a variety of foods/ingredients.

In the textiles area students will be introduced to the sewing machine including the use and care of it and learning to work safely in the textiles room.

Students will make and decorate a textile item e.g., pot holder.

This is a highly practical subject with lessons spent cooking and sewing to develop kitchen and textile skills.

Theory work will focus on the practical experiences in the classroom.

### Assessment:

Students are assessed by matching their individual performances to a set of performance standards. This is achieved through practical cookery, textile item and a design task. The following criteria are used to determine student level of achievement.

#### Knowledge & Understanding

Technologies & Society  
Technology Contexts

#### Process & Production Skills

Investigating & Defining  
Generating & Designing  
Producing & Implementing  
Evaluating  
Collaborating & Managing

### Other Information:

Home Economics is aimed at promoting the wellbeing of the individual and the family in everyday situations.

Students in Year 7 will study the subject for 3 lessons per week over 1 semester. Students will participate in both cooking and textiles.

Cookery ingredients will need to be brought to school approximately once a week. Safety and hygiene are priorities.

Correct footwear for workplace health and safety requirements as per the Gympie State High School footwear policy will be expected for all practical food lessons.

# Curriculum



## The Arts – Dance – Year 7

**HOD: Mr Bowman**

### **Content:**

In this Year 7 semester-length subject students make and respond to dance by exploring the elements of dance. Students will build on their awareness of dance-making techniques starting with choreographic and structuring devices. They will develop body awareness, dance vocabulary, safe dance practices and knowledge of dance protocols and processes.

Students will complete a class performance of a dance choreographed by the teacher. They will experiment with movement creating their own small group dance. They will watch dance pieces and analyse how meaning is conveyed through dance.

Year 7 Dance is designed for students to LEARN THE BASICS of Dance. Students will discover how to think of creative ideas, how to plan work and different ways to develop these ideas to the best potential for a set task. After this creative preparation work students will then learn how to use different steps and techniques to make 'individual' dance work. Challenge work is a part of all tasks to extend the acquired skills of students.

Student will have the opportunity to perform work. If students study dance in future years they may have the opportunity of having their work selected for Parade performances and have the opportunity to participate as a part of the GSHS competition team, Gympie Gold Stars Dance Squad. There are many opportunities to perform including Gympie Show, Parades and The Arts 'Night of a Thousand Stars'.

### **Assessment:**

Assessed work will include a combination of practical work and written tasks.

### **Other Information:**

The study of dance will help in many jobs and careers including child care, teaching, studio stagehand, recreation officer, occupational therapist, careers in advertising, event management and performing arts careers.



## The Arts – Drama – Year 7

**HOD: Mr Bowman**

### **Content:**

In this Year 7 semester-length subject, students **make** and **respond** to DRAMA by exploring the elements of drama and performance skills. Drama is the expression and exploration of personal, cultural and social worlds through roles and situations that engage, entertain and challenge. Elements of Drama is an introductory unit that seeks to engage students through creating and responding to drama. Students will build their confidence in performing in front of their peers. Students will develop their knowledge of the elements of drama and their communication skills throughout the unit.

Students will complete a variety of drama works that may include a role play, scripted scenes, short responses to others works of drama.

Year 7 Drama is designed for students to LEARN THE BASICS of Drama. Students will discover how to think of creative ideas, how to plan work and different ways to develop these ideas to the best potential for a set task. After this creative preparation work students will then learn how to use different methods and techniques to make 'individual' drama work. Challenge work is a part of all tasks to extend the acquired skills of students.

Student will have the opportunity for work to be performed for assessment in the outdoor amphitheatre and for parents. If students study drama in future years they may have the opportunity of having their work selected for the Sunshine Coast Drama Festival or be involved in The Scene Project. There are many opportunities to exhibit including Assessment Evenings and The Arts 'Night of a Thousand Stars'.

### **Assessment:**

Assessed work will include a combination of practical work and written tasks.

### **Other Information:**

The study of drama will help in many jobs and careers including teaching, backstage roles, lighting, set and sound design, community recreation officer, and performing arts careers.

# Curriculum



## The Arts – Music – Year 7

**HOD: Mr Bowman**

### **Content:**

In Year 7 students are introduced to the basics of music theory (notation, pitch and rhythm), together with opportunities to develop performing skills on one or more of drums, guitar, bass guitar, keyboard and vocals. Students will learn contemporary pop and rock songs and perform in fun, collaborative band settings.

### **Semester 1: I am, You are, We are Australian**

Throughout Year 7 students will build their aural skills through musicianship activities that engage them with diverse music. This music is the tapestry that makes up the multicultural nature of Australia, including music and influences of Aboriginal and Torres Strait Islander Peoples.

Using the repertoire, students will analyse and evaluate the use of the music elements in works of others and works of their own. Their semester in music culminates in live performance which is a summary of their skills obtained in class.

### **Assessment:**

Assessment will include a research task, class performances, and compositions.

### **Other Information:**

Music students will have the use of available instruments and music resources, including texts, scores, videos and recordings. Students wanting experiences in performing in live settings will have opportunities to perform at school events, at lunch time concerts, or during parades.

# Curriculum



## The Arts – Visual Arts – Year 7

**HOD: Mr Bowman**

### Content:

In this Year 7 semester-length subject, students will explore and be trained in the basic starting skills and knowledge needed for a fundamental grounding in Art. Students will utilise a range of materials and art techniques as part of this course – possible examples could be designing, drawing, relief printing and construction. Students will also be amazed by an exploration of the history of significant eras and works of art.

Students will complete a variety of artworks that may include, drawings, a sketch book of work, a decorative relief print, a small clay piece or construction.

Year 7 Visual Art is designed for students to LEARN THE BASICS of Art. Students will discover how to think of creative ideas, how to plan work and different ways to develop these ideas to the best potential for a set task. After this creative preparation work students will then learn how to use different materials and techniques to make 'individual' artwork. Challenge work is a part of all tasks to extend the acquired skills of students.

Students will have the opportunity for work to be displayed in the Art room and the Resource Centre. If students study art in future years they may have the opportunity of having their work selected for the "Hi -Artworks Exhibition" held each year at the Gympie Regional Gallery in October to November. There are many opportunities to exhibit including Gympie Show, Mary Valley Art Festival and The Arts 'Night of a Thousand Stars'.

### Assessment:

Assessed work will include a combination of practical art work and written tasks.

### Other Information:

Basic art equipment and materials needed to complete the set tasks, including access to Art text books and Library resources are provided.

The study of Visual Arts will help in many jobs and careers including child care, architecture, interior decorator, teaching, studio stagehand, sign writer, window dresser, shop assistant, florist, landscape gardener, hairdresser, beauty therapist, recreation officer, museum technician, occupational therapist, careers in advertising, as well as the various visual and performing arts career.



# **YEAR 8**

# **ELECTIVE CURRICULUM**

**Agriculture**

**Digital Technologies**

**Home Economics**

**Design and Technologies**

**The Arts**

# Curriculum



## Agriculture - Year 8

**HOD: Mr Hansen**

**Course length: 1 Semester**

### **Content:**

This subject is an introductory course providing a broad background for later Agricultural subjects at GSHS. Students revisit key content such as Workplace Health and Safety and a review of different farming enterprises in Australia. Year 8 students deepen their understanding of agriculture through reframing farming as a series of interconnected systems with the goal of creating a marketable product. This is done in the first instance through evaluation of our poultry production systems.

Students then focus on beef cattle production systems, propose and evaluate modifications and alternative systems and develop an understanding of beef market specifications. Students will also participate in practical components of the horticulture systems through small crops such as lettuce and brassicas. It is recommended that students interested in Cattle Show Team should select this subject to provide additional understanding of the beef cattle industry.

### **Assessment:**

Assessment of student performance is designed to be ongoing and to provide regular feedback, allowing for correction, learning and deepening of knowledge. Students are given multiple opportunities to demonstrate their understanding and skills so they can monitor their progress and improve their results. Assessment instruments include supervised written reviews, projects, reports and practical skills tests.

### **Other Information:**

These subjects will allow students to develop interests in Agricultural Science, Certificate II in Rural Operations, and Certificate in Production Horticulture. These subjects are sound preparation for careers in both academic and practical agriculture-related careers.

# Curriculum



## The Arts – Dance – Year 8

**HOD: Mr Bowman**

### **Content:**

In this Year 8 semester-length subject students make and respond to dance by exploring the elements of dance. Students will build on their awareness of dance-making techniques starting with choreographic and structuring devices. They will develop body awareness, dance vocabulary, safe dance practices and knowledge of dance protocols and processes.

Students will complete a class performance of a dance choreographed by the teacher. They will experiment with movement creating their own small group dance. They will watch dance pieces and analyse how meaning is conveyed through dance.

Year 8 Dance is designed for students to LEARN THE BASICS of Dance. Students will discover how to think of creative ideas, how to plan work and different ways to develop these ideas to the best potential for a set task. After this creative preparation work students will then learn how to use different steps and techniques to make 'individual' dance work. Challenge work is a part of all tasks to extend the acquired skills of students.

Students will have the opportunity to perform work. If students study dance in future years they may have the opportunity of having their work selected for Parade Performances and have the opportunity to participate as a part of the GSHS competition team, Gympie Gold Stars Dance Squad. There are many opportunities to perform including Gympie Show, Parades and The Arts 'Night of a Thousand Stars'.

### **Assessment:**

Assessed work will include a combination of practical work and written tasks.

### **Other Information:**

The study of dance will help in many jobs and careers including child care, teaching, studio stagehand, recreation officer, occupational therapist, careers in advertising, event management and performing arts careers.



## Digital Technologies - Year 8

**HOD: Mrs Radecker**

### Course length: 1 Semester

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

By the end of Year 8 students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations.

#### Areas of study include:

- Website design
- Personal computing hardware
- Spreadsheets
- Word processing
- Block programming
- Game design and production

#### Assessment:

Students will have the opportunity to create digital products that have interactive elements. Students will also have to explain how technological systems work from a hardware and software perspective. A major focus is on computational thinking and the use of algorithms to enable features of their game design.

#### Other Information:

Students rely heavily on their BYOD (Bring Your own Device) to complete this course. The course is structured in such a way as to teach students how to optimise the capabilities of their devices, from cloud storage through installing and configuring software. Although ICT capabilities are at the heart of the course, literacy and numeracy skills are also explicitly taught with supporting digital platforms.

# Curriculum



## The Arts – Drama – Year 8

**HOD: Mr Bowman**

### **Content:**

In this Year 8 semester-length subject, students **make** and **respond** to DRAMA by extending their knowledge of the elements of drama and performance skills. Drama is the expression and exploration of personal, cultural and social worlds through roles and situations that engage, entertain and challenge. Beyond the Elements of Drama is an introductory unit that seeks to engage students through creating and responding to drama. Students will build their confidence in performing in front of their peers. Students will develop their knowledge of the elements of drama and their communication skills throughout the unit.

Students will complete a variety of drama works that may include a role play, scripted scenes, short responses to others works of drama.

Year 8 Drama is designed for students to build onto the basics of Drama. Students will discover how to think of creative ideas, how to plan work and different ways to develop these ideas to the best potential for a set task. After this creative preparation work students will then learn how to use different methods and techniques to make 'individual' drama work. Challenge work is a part of all tasks to extend the acquired skills of students.

Student will have the opportunity for work to be performed for assessment in the outdoor amphitheatre and for parents. If students study drama in future years they may have the opportunity of having their work selected for the Sunshine Coast Drama Festival or be involved in The Scene Project. There are many opportunities to exhibit including Assessment Evenings and The Arts 'Night of a Thousand Stars'.

### **Assessment:**

Assessed work will include a combination of practical work and written tasks.

### **Other Information:**

The study of drama will help in many jobs and careers including teaching, backstage roles, lighting, set and sound design, community recreation officer, and performing arts careers.

# Curriculum



## Home Economics – Year 8

**HOD: Mr Swan**

### Content:

Home Economics focuses on the acquisition of skills and knowledge of both food and textiles. In the food area, the focus is on kitchen safety and hygiene, kitchen equipment, techniques for measuring, use and care of kitchen equipment, oven use, stove management, understanding recipes and making healthy food choices.

Students will gain practical experience with a variety of foods/ingredients.

In the textiles area students will be introduced to the sewing machine including its use and care, and learning to work safely in the textiles room. Emphasis is on the importance of recycling and sustainability within the textiles industry.

Students will make and decorate a textile item e.g., recycled pillow case shopping bag.

This is a highly practical subject with lessons spent cooking and sewing to develop kitchen and textile skills.

Theory work will focus on the practical experiences in the classroom.

### Assessment:

Students are assessed by matching their individual performances to a set of performance standards. This is achieved through practical cookery, textile item and a design task. The following criteria are used to determine student level of achievement.

#### Knowledge & Understanding

Technologies & Society  
Technology Contexts

#### Process & Production Skills

Investigating & Defining  
Generating & Designing  
Producing & Implementing  
Evaluating  
Collaborating & Managing

### Other Information:

Home Economics is aimed at promoting the wellbeing of the individual and the family in everyday situations.

Students in Year 8 will study the subject for 3 lessons per week over 1 semester. Students will participate in both cooking and textiles.

Cookery ingredients will need to be brought to school approximately once a week. Safety and hygiene are priorities.

Correct footwear for workplace health and safety requirements as per the Gympie State High School footwear policy will be expected for all practical food lessons.



## Design and Technologies – Year 8

**HOD: Mrs Radecker**

### Content:

Year 8 Industrial Technology and Design (ITD) is an introductory course to the practical workshops. It is a project-based course enabling students to explore a range of materials and experiences. Its aim is to develop dexterity and manipulative skills in the areas of woodwork, metalwork and plastics and to introduce Design and Graphics.

Projects include:

- Timber serving tray
- Sheet metal dustpan
- Graphic Design
- Storage system – Design Process

### Assessment:

Students are assessed by matching their individual performances to a set of performance standards. This is achieved through workshop projects, theory, graphics presentations and design. The following criteria are used to determine student level of achievement.

#### Knowledge & Understanding

Technologies & Society

Technology Contexts

#### Process & Production Skills

Investigating & Designing

Generating & Designing

Producing & Implementing

Evaluating

Collaborating & Managing

### Other Information:

Correct footwear for workplace health and safety requirements as per the Gympie State High School footwear policy will be expected for all practical lessons. **Shoes must be fully enclosed with all leather or vinyl uppers.** No other shoes will be accepted in the workshop.

Students with long hair (as determined by the teacher) must be prepared to restrain it.

Students are also expected to wear safety glasses in the workshop at all times (class set provided; however, students may provide their own if desired).

# Curriculum



## The Arts - Music - Year 8

**HOD: Mr Bowman**

In Year 8 students are introduced to the basics of music theory (notation, pitch and rhythm), together with opportunities to develop performing skills on one or more of drums, guitar, bass guitar, keyboard and vocals. Students will learn contemporary pop and rock songs and perform in fun, collaborative band settings.

### **Semester 1: Like a Version**

Year 8 Music sees students interacting with the performance and arrangements of covers. Students recognise rhythmic, melodic and harmonic patterns which have been manipulated by musicians and composers to create a unique known work. Through analysis and evaluation of the work of others, students use this knowledge to create works of their own, arranging known songs into other genres, styles, or ensembles. In addition to the analysis and creation of work, students will consider the ways in which their performance (either solo or in an ensemble) can explore meaning and interpretation.

### **Assessment:**

Assessment will include an analysis task, class performances, and one composition assignment.

### **Other Information:**

Music students will have the use of available instruments and music resources, including texts, scores, videos and recordings. Students wanting experiences in performing in live settings will have opportunities to perform at school events, lunch time concerts, parades and at The Arts 'Night of a Thousand Stars'.

# Curriculum



## The Arts – Visual Arts – Year 8

**HOD: Mr Bowman**

### **Content:**

In this Year 8 semester-length subject, students will explore and be trained in the basic starting skills and knowledge needed for a fundamental grounding in Art. Students will utilise a range of materials and art techniques as part of this course – possible examples could be designing, drawing, relief printing and construction. Students will also be amazed by a brief snapshot of the history of significant eras and works of art.

Students will complete a variety of artworks that may include a drawing, a sketch book of work, a decorative relief print, a small clay piece or construction.

Year 8 Visual Art is designed for students to extend their previous understandings of Art. Students will discover how to think of creative ideas, how to plan work and different ways to develop these ideas to the best potential for a set task. After this creative preparation work students will then learn how to use different materials and techniques to make 'individual' artwork. Challenge work is a part of all tasks to extend the acquired skills of students.

Students will have the opportunity for work to be displayed in the Art room and the Resource Centre. If students study art in future years they may have the opportunity of having their work selected for the "Hi -Artworks Exhibition" held each year at the Gympie Regional Gallery in October to November. There are many opportunities to exhibit including Gympie Show, Mary Valley Art Festival and The Arts 'Night of a Thousand Stars'.

### **Assessment:**

Assessed work will include a combination of practical art work and written tasks.

### **Other Information:**

Basic art equipment and materials needed to complete the set tasks, including access to Art text books and Library resources are provided.

The study of Visual Arts will help in many jobs and careers including child care, architecture, interior decorator, teaching, studio stagehand, sign writer, window dresser, shop assistant, florist, landscape gardener, hairdresser, beauty therapist, recreation officer, museum technician, occupational therapist, careers in advertising, as well as the various visual and performing arts career.

# YEAR 9



# ELECTIVE CURRICULUM

**Agriculture**

**Economics and Business**

**Digital Technologies**

**Home Economics**

**Graphics and Design**

**Materials and Technologies Specialisations**

**Materials and Technologies Specialisations 2**

**Languages –Japanese**

**The Arts**

**YAP**

# Curriculum



## Agriculture Practices - Year 9

**HOD: Mr Hansen**

**Course length: full year**

**Content:**

### **Agricultural Practices:**

In this subject, students will develop an appreciation of farm safety, and acquire practical skills in animal husbandry and crop production. They assist with the daily feeding of livestock and undertake practices to prevent livestock pests and diseases. Students actively participate in the establishment, maintenance and harvest of a variety of horticultural crops. They keep production records and consider management factors to improve productivity and profit. Guest speakers from outside the school, including veterinarians, scientists and local farmers will assist teachers in delivering the latest and most advanced agriculture education.

### **Assessment:**

Assessment of student performance is designed to be ongoing and to provide regular feedback, allowing for correction, learning and deepening of knowledge. Students are given multiple opportunities to demonstrate their understanding and skills so they can monitor their progress and improve their results. Assessment instruments include supervised written reviews, projects, reports and practical skills tests.

### **Other Information:**

These subjects will allow students to develop interests in Agricultural Science, Certificate II in Rural Operations, and Agricultural Practices. These subjects are sound preparation for careers in both academic and practical agriculture-related careers.

# Curriculum



## Economics and Business - Year 9

**HOD: Mrs Radecker**

### **Content:**

Term 1: Topic 1 – Who's the Boss?

Term 1: Topic 2 – BuySmart

Term 2: Topic 3 – International Trade

The first topic of this course aims to develop an understanding of allocating limited resources to the production of goods and services to enable entrepreneur and business success. Students will engage with potential customers and use feedback to adapt their business idea to reflect the interdependence of producers and consumers. The topic will culminate in students running their own business stall using their limited resources to run a successful business scenario.

The second topic furthers students understanding of consumer and business rights and responsibilities in the Australian marketplace through the development of a competition entry for the Office of Fair Trading's BuySmart Competition. The students will develop a creative way of educating consumers and/or businesses of their rights and responsibilities to ensure that they are aware of the protections that are available to them.

The third topic investigates Australia's participation in the global market and how this effects decision making by individuals and businesses. Through explaining reasons for trade and Australia's patterns of trade with other nations, students will understand the concept of competitive advantage and how businesses seek to achieve a competitive advantage through international trade.

Through these broad learning opportunities, this subject develops students that understand the way our economy works and can identify innovation and opportunities that can create a competitive advantage and use resources efficiently and effectively.

Undertaking this subject empowers students to shape their social and economic futures.

### **Assessment:**

Folio of work culminating in a market stall; competition entry and evaluation; assignment.

### **Other information:**

This is a useful pathway to the following senior subjects: Business, Certificate II in Financial Services, Certificate III in Business Administration, Diploma in Business, Legal Studies, Business Studies and Tourism.

Students are expected to access the internet and technologies through class tasks and assessments.

# Curriculum

## Digital Technologies– Year 9



**HOD: Mrs Radecker**

**Semesters: 1 & 2**

### **Content:**

Content covered in this course comes from the Australian Curriculum Digital Technologies Syllabus, and prepares students for senior subjects including:

- In Year 10: Digital Solutions and Certificate II in Creative Industries
- In Year 11: Certificate IV in Information Technology (Gaming & Development), Information & Communication Technology, and Film, Television and New Media.

The course provides students with a foundation in coding, web development, applied robotics, Internet of Things (IOT) and general digital technologies by developing practical digital projects which are assessed using digital product portfolios.

# Curriculum



## The Arts - Drama – Year 9

**HOD: Mr Bowman**

**Semesters: 1 & 2**

### **Content:**

This course builds on the Introduction to Drama in Year 8. Students will learn The Elements of Drama through theory and practical lessons. The Year 9 Drama course (Semesters 1 & 2) furthers skills in improvisation, role play and strengthens group work skills such as listening, participating and turn taking. This gradually builds students' confidence and trust as they present their student-devised characters and storylines, through short performances, to the class.

Over the year, students will study a variety of theatrical styles both traditional and contemporary from Australia and around the world. Theatrical forms and styles include puppetry, physical comedy/clowning, melodrama and play scripts. To enhance their presentations, students will engage with Production Elements such as costume, set and prop construction, make-up and hair design, sound and lighting. Students will also learn and apply acting and directing skills as they rehearse for performances.

Critical skills in reflecting, analysing and evaluating will be developed as students respond to live and recorded theatre performances. Responding to Drama will enhance written and spoken skills as students reflect on their own work, the work of their peers and professionals.

### **Assessment:**

Students are assessed in three areas:

- Performance
- Creating drama for presentation and
- Reflection / Response to Theatre

### **Other Information:**

Students should be prepared to engage in physical exercises and should be able to bring a small exercise book and wear /bring clothing appropriate to a practical drama environment. They will be required to pay for attendance to the Arts Council production here at school or to a production at the Nambour Civic Centre, enabling them to complete the written assessment.

# Curriculum



## Home Economics – Year 9

**HOD: Mr Swan**

### Content:

Food Technology focuses on the acquisition of skills and knowledge of safety and hygiene, food processes, food preparation and techniques, the design process; Australian guide to healthy eating. As students' progress through the year, they will be involved in practical activities and research tasks to extend their understanding of these.

Textiles Technology develops knowledge and understanding of care and use of sewing machines, fabric decoration and textile arts and crafts. Students will work on a sustainability unit incorporating repurposing textile articles.

### Practical:

Students will gain practical experience with a wide variety of foods/ingredients. They will test a number of cookery techniques on a variety of foods. Presentation of food is emphasised as they participate in practical activities.

In Textiles Technology, students may become proficient in the use and care of a sewing machine and overlocker, develop skills and knowledge in basic sewing techniques and working with patterns and design. This is a highly practical subject with lessons spent on cooking and sewing to develop domestic and industrial skills. Theory work will focus on practical experiences in the classroom.

### Assessment:

Students are assessed by matching their individual performances to a set of performance standards. This is achieved through practical cookery, textile projects, written tasks and design. The following criteria are used to determine student levels of achievement.

#### Knowledge & Understanding

Technologies & Society  
Technology Contexts

#### Process & Production Skills

Investigating & Defining  
Generating & Designing  
Producing & Implementing  
Evaluating  
Collaborating & Managing

### Other Information:

Cookery ingredients will need to be brought to school once a week.

Safety and hygiene are priorities.

Correct footwear for workplace health and safety requirements as per Gympie State High School footwear policy will be expected for all practical lessons. Requirements for textiles are paid as a small fee.

**Cost:** \$40



**HOD: Mrs Radecker**

### **Content:**

Graphic Design is a course of study designed to develop specific knowledge and skills in technical drawing and graphic design. This program of study provides students with a wide range of learning experiences in a technological context. Graphic Design is a foundation unit where students will be introduced to sketching techniques, formal drafting and rendering. They will produce basic 2D and 3D drawings and be introduced to 3D modelling. Students may experience 3D printing, laser etching/cutting and Computer Aided Machining (CAM) operations when they produce an item they have previously drawn. By the end of the unit, students should have gained some proficiency in the use of AutoCAD and Autodesk Inventor, industry standard software recognised world-wide.

Their creativity and problem-solving skills will be developed in a business marketing context and skills will be enhanced with learning experiences becoming slightly more complex. Relevant Australian Standards and drafting conventions will have more emphasis and are expected to be used where appropriate.

Whether it be their first time in Graphics or continuing on from Year 8, students will progress in their proficiency in the use of AutoCAD and Autodesk Inventor, industry standard software recognised world-wide.

### **Assessment:**

Students are assessed by matching their individual performances to a set of performance standards. This is achieved through classwork drawings, in-class testing and assignment work. The following criteria are used to determine student level of achievement:

#### Knowledge & Understanding

Technologies & Society  
Technology Contexts

#### Processes & Production Skills

Investigating & Defining  
Generating & Designing  
Producing & Implementing  
Evaluating  
Collaborating & Managing

### **Other Information:**

The study of Graphic Design is an advantage for students intending to study Design, Industrial Technology Skills, Industrial Graphics, Furnishing or Engineering in Senior. The majority of trade areas require an understanding of and ability to interpret technical drawings. Graphic Design is also an advantage for students considering Engineering, Architecture, Industrial design, Set design, Town Planning, Drafting or Graphic Art at a tertiary institution.

Students may be able to download an educational student version of AutoCAD (latest release) to install on their home computer. Details will be provided during the course.



## Materials and Technologies Specialisations 2 (Timber)

**HOD: Mrs Radecker**

**Semesters: 1 & 2**

### **Content:**

The Industrial Technology A curriculum is a course of study designed to develop specific skills and knowledge in a workshop environment whilst working through the design process. This is a program of study that works in wood and plastics. It combines project-based delivery with design, enabling students to explore a range of options and develop skills in the areas of woodwork construction, plastic fabrication, problem-solving and creativity.

A series of projects such as a clock, serving tray, acrylic cake server, spice rack, coffee mug display, a silhouette picture frame and a CO<sub>2</sub> dragster enable students to investigate the design process and are used to assist students in developing the skills learnt previously. Students may also experience wood turning. This semester sees the expansion of the use of industrial machinery for the carrying out of some processes and the design process.

### **Assessment:**

Students are assessed by matching their individual performances to a set of performance standards. This is achieved through project work, design folios, theory work and observation of work practices. The following criteria are used to determine student level of achievement:

#### Knowledge & Understanding

Technologies & Society  
Technology Contexts

#### Processes & Production Skills

Investigating & Defining  
Generating & Designing  
Producing & Implementing  
Evaluating  
Collaborating & Managing

### **Other Information:**

This course prepares students intending to study Design, Industrial Technology Skills and Furnishing at a later date but is also for students who just enjoy a practical workshop environment.

It is a requirement by law that students wear correct footwear in practical classes. **Shoes must be fully enclosed with all leather or vinyl uppers.** Students are also expected to wear safety glasses in the workshop at all times (class set provided; however, students may provide their own if desired).

Due to the nature of a workshop environment, it is expected student behaviour will be exemplary. Workplace Health & Safety (WHS) standards apply.

A student levy is applicable to this subject. Contributions cover the cost of materials and consumables supplied by the school for use in the course. This includes reference material and reprographics.

The subject cost for the course is \$20.00 per Semester.

# Curriculum



## Materials and Technologies Specialisations (Metal)

### Content:

The Industrial Technology B curriculum is a course of study designed to develop specific skills and knowledge in a workshop environment whilst working through the design process. This is a program of study that works in sheet metal and various other forms of metal. It combines project-based delivery with design, enabling students to explore a range of options and develop skills in the areas of sheet metal fabrication, fitting & machining, problem-solving and creativity.

Industrial Technology B enables students to explore a range of options and develop skills in the areas of working in metal, basic mechanical devices and design. A series of projects such as a carry all, BBQ slice and Aluminium Aeroplane are used to assist students to advance the skills learnt previously. Where facilities exist, this semester sees the expansion of the use of industrial machinery for the carrying out of some processes and CNC lathe operations.

### Assessment:

Students are assessed by matching their individual performances to a set of performance standards. This is achieved through project work, design folios, theory work and observation of work practices. The following criteria are used to determine student level of achievement:

#### Knowledge & Understanding

Technologies & Society  
Technology Contexts

#### Processes & Production Skills

Investigating & Defining  
Generating & Designing  
Producing & Implementing  
Evaluating  
Collaborating & Managing

### Other Information:

This course prepares students intending to study Design, Industrial Technology Skills, Furnishing or Engineering at a later date but is also for students who just enjoy a practical workshop environment.

It is a requirement by law that students wear correct footwear in practical classes. **Shoes must be fully enclosed with all leather or vinyl uppers.** Students are also expected to wear safety glasses in the workshop at all times (class set provided; however, students may provide their own if desired).

Due to the nature of a workshop environment, it is expected student behaviour will be exemplary. Workplace Health & Safety (WHS) standards apply.

A student levy is applicable to this subject. Contributions cover the cost of materials and consumables supplied by the school for use in the course. This includes reference material and reprographics.

The subject cost for the course is \$20 per Semester.

# Curriculum



## Languages - Year 9

**HOD: Ms Veverka**

**Semesters: 1 & 2**

### **Content:**

The Year 9 Japanese course builds on the knowledge gained in Year 8. Each unit introduces students to new vocabulary, phrases, grammatical structures and a range of cultural information.

Added attention in Year 9 is paid to the development of the four basic skills of listening, speaking, reading and writing in the Japanese language.

The Japanese writing system hiragana is further developed so that by the end of Year 9, the student has a working knowledge of the script. Kanji (Chinese characters) and katakana (the alphabet for writing foreign words) are also introduced.

A further aim of the course is to increase student awareness and understanding of other cultures and societies.

### **Assessment:**

Students will complete a range of assessments covering the four macro-skills:

- Reading
- Writing
- Listening and Speaking

Tasks will be completed under test conditions or as tasks prepared in class and own time.

### **Other Information:**

The skills developed during the process of learning a second language can be transferred to almost any senior subject and can also improve a student's English skills. The study of a foreign language is extremely important to Australia in terms of trade links and the tourist industry, and apart from exciting jobs in tourism and hospitality, students can combine Language studies with Commerce, Law, Engineering, Science and Business Studies to improve job prospects in these areas.

By learning about a diversity of cultures, students gain a greater understanding of the world around them and their place within it, creating opportunities for students to practise empathy and racial and cultural tolerance.

Students are provided with set reading matter, texts, magazines, worksheets and access to a variety of computer software, as well as audio-visual materials during the course. There are also opportunities to participate in cultural activities including watching performances and enjoying foods.

# Curriculum



## The Arts - Music – Year 9

**HOD: Mr Bowman**

### Semesters: 1 & 2

Students with a passion for music and a willingness to learn new things are welcome in Music, as well as students with prior music knowledge and experience. Music is beneficial for all students regardless of their chosen career path, as the analytical skills, creativity and engagement skills as well as the enjoyment of and participation in music creation, are all beneficial to a wide range of careers and is a valuable skill set.

### Content:

Not all people working in the music industry are performers, it is therefore essential for students of music to learn all aspects of music production and performance. Students will engage with the processes of song composition, and perform this song to an audience. Several opportunities to engage in music performance are embedded throughout the unit. The theoretical component of this unit revolves around the study of music and its origins.

Students will engage with modern genres of rock and pop music, looking at the historical aspects and the modern-day evolutions of this and other types of music. Students will interact with the song-writing process through a rearrangement of an existing piece, putting an original interpretation on a classic rock song.

Theoretical components include an investigation on how the elements of music create mood and a reaction from an audience, and actually can be manipulated by the composer to great effect. There are multiple opportunities for performances embedded in this unit of work.

It is an expectation that students who are studying music, will also participate in performances either within the school or public performances on behalf of the school.

### SEMESTER 1

#### Music with a message

Year 9 and 10 Music allows students to build on their understanding of genres and the music elements. During the unit *Music with a Message*, students study ways in which meaning has been developed through songs to enact change or communicate a message. This ranges from Gospels to Protest Music to how Music has been developed during the Pandemic. Through reflection of traditional and contemporary, the students will evaluate and perform music which will reflect their knowledge and understanding of how composers and performers communicate without words.

The students will also build on work from Year 7 and 8 Music where they will fine tune their control of tone and dynamic through focused practice. Their work will be shown at the Arts Night where students will present their meaningful performance.



## **SEMESTER 2**

### **Broadway to the Big Screen**

During Semester 2, students will look at how composers have worked together with other professionals to use music on the stage and screen. During this semester students will explore meaning and interpretation of the music elements in contexts that are social, cultural and historical in relation to how a performer has expressed a composer's intentions.

Through analysis, evaluation and reflection, students will consider how their role as the performer or composer influences the music that they play and create to engage with more diverse music. Their understanding of more complex music concepts, such as diversity of pitch or harmonic shifts, will enable an understanding to be developed from the previous units. Their composition and performance work from this unit will be showcased at Arts Night.

### **Assessment:**

Assessment in music is completed by addressing three main criteria which are musicology (a study of the elements of music and analysing music in context), composition (the arrangement, composition and analysis of music), and performance.

### **Other information:**

There are no prerequisites to study this subject.



## Curriculum

### The Arts – Media Arts – Year 9

**HOD: Mr Bowman**

**Semesters: 1 & 2**

**Content:**

**Introduction to Media** – Students will develop and understanding of how to compose a series of still images and convey meaning to a viewer through still images.

**Advertising** – Students will focus on the use of advertising to influence audiences. They will create a story design for an advertisement focused on minorities.

**New Media** – Students will focus on new media aspects including YouTube and Vlogging. They will design and produce their own YouTube channel or Vlog.

**Storytelling** – Students will design a storyboard for a High School Drama. They will study this genre where stereotypes are exaggerated and create their own High School Drama film.

**Assessment:**

Assessed work will include a combination of practical art work and written tasks. Students will be provided with all hardware and software to participate in this subject.

**Other Information:**

Student will have the opportunity for work to be displayed as an installation in the Gallery and the Library. If students study Media Arts in future years they may have the opportunity of having their work selected for film competitions including Heart of Gold. There are many opportunities to exhibit including The Night of a Thousand Stars.

The study of Media Arts will help in many jobs and careers including teaching, studio stagehand, careers in advertising, as well as the various media, film and performing arts careers.

**Cost:** \$30.00/year

# Curriculum



## Health & Physical Education - Year 9 Outdoor Education – Y.A.P. YOUTH ACTION PROGRAM

HOD: Mr Swan

**1 Semester only:** Students can do the One Semester course in either Semester 1 or Semester 2.

### Content:

This course introduces students to community service, outdoor living skills and environmental sustainability. This program aims to develop leadership qualities in students by challenging them with a wide variety of activities in both school and outdoor settings.

Lessons will be allocated to learning about the environment through research, written and oral presentations and practical activities. Additionally, students will enhance their learning through outdoor pursuits. Assessment within this subject will support the literacy and numeracy initiatives of the school.

Theory	<b>Unit 1: Environmental Awareness / Community Service + National Parks</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Project Folio: Community Service activity and reflection.	<b>Unit 2: Outdoor Recreation / Camp Craft</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> In Class Exam
	<b>Unit 1: Swimming / Community Service Project</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Practical Performance within swimming and community service project.	<b>Unit 2: Outdoor Education Climbing/ Indigenous Games</b>  <b>Duration:</b> 10 weeks  <b>Assessment:</b> Practical Performance – archery, Camp Craft, Bush Cooking etc

### Other Information:

The Youth Action Program involves multiple excursions throughout the year and these excursions are conducted on a user pays basis. Due to changing costs of bus and venue hire an exact price cannot be placed on these excursions; however approximately \$100 per term should be budgeted for. Each term a day trip or camp will be conducted to consolidate the learning activities conducted at school.

Students choosing this course should be committed to attending the camps and day trips as they are invaluable in enhancing the learning experiences conducted at school. Every effort will be made to keep costs to a minimum and where required students will be provided with camping equipment to reduce the financial cost of participating in these rich learning experiences.

**Cost:** YAP- \$50

## Co- Curricula



### The Arts- Instrumental Music - Years 7-12

**This is NOT A SUBJECT CHOICE - for your information ONLY**

#### Content:

Instrumental Music is a co-curricular activity provided by the Education Department and supported by Gympie State High and the Parent and Citizens Association. PLEASE contact an Instrumental Music teacher, a Music teacher or the Head of Department – The Arts, Mr Bowman [HOD\\_Art@gympieshs.eq.edu.au](mailto:HOD_Art@gympieshs.eq.edu.au) if you wish to be involved in this programme.

#### What You Will Learn:

- The technical aspects of playing an instrument
- Sight reading skills – the special markings of music that relate to a particular instrument
- Aural development

#### Instruments:

- Brass
- Percussion
- Strings
- Woodwind

#### Benefits to Students:

Instrumental Music is an excellent means of self-expression. It builds self-confidence through performance work. It provides an opportunity to work as a team, through being in an ensemble, playing duets or in group lessons.

#### Student Contact:

Students are required to have at least two (2) contact periods a week - one in a lesson (in class time) and one in an ensemble (out of class time, e.g., before or after school). A rotating timetable is used for lessons in the F01 Music room. There is some theoretical work.

#### Assessment:

Performances

Levels of Achievement are shown on the Semester Reports.

#### Other Information:

##### Cost: Instrumental Music District Library Levy

\$50 per instrument / ensemble. School Musical Instrument Loan - \$40 per year for use and maintenance per year.

The Instrumental Music District Library Levy provides students with photocopies of parts, made under copyright requirements, from scores purchased by the Instrumental Music District Library.

Provided - music folders and music stand.

There are two sources of instruments: Hire from music retailer and private ownership.

## Co- Curricula



### Century 21 Centurions Sporting Apparel & Fees

All Gympie State High School individual sporting apparel will be available for purchase via the Struddy's online store. Please note that it is an expectation that Gympie State High School Rugby League students purchase and wear our school Rugby League playing shorts and playing socks during all school games – all other apparel is deemed optional but we strongly encourage participating students to engage with these items. We would like all students who represent our school in sport to purchase our Centurions training shirt, cap and performance shorts for their training sessions and purchase and wear our Centurions travel polo shirt to wear to carnivals and events – our Centurions travel polo shirt can also be worn as a regular school shirt on any school day. If a student has one of these polo shirts, they are expected to wear it when travelling for sport. Students will not be penalised or disadvantaged if they do not purchase our optional Centurions apparel.

**Please note:** teamwear such as Volleyball playing shirts and Rugby League jerseys will be ordered separately by the school as per our current process.

There are two ordering windows each year: term 1 and term 4 (weeks 1-8). Delivery of all apparel is estimated for 6-10 weeks. We encourage you to order in term 4 if possible as you will have your orders for the start of the new school year. All orders are delivered to Gympie SHS, this is to reduce costs to you. Once delivered, students are notified via student notices and parades to collect their ordered apparel.

Please see snippets attached to aid you in locating our online store. The URL address to visit is:

**<https://gshs.struddysonline.com.au/>**

**Fees:** All travel and excursion fees will be on a user pays basis. For day sporting trips, the travel cost will be \$20-\$30 per student, pending the destination. Exact fees will be communicated by the relevant staff. Overnight excursion costs will vary but will be communicated by the relevant staff in advance. Please note: any student who is not up to date with their required school fees or does not have a payment scheme established, will not be permitted to attend sporting excursions that require a fee. Families can establish payment accounts with the school finance department to pay off fees progressively and this will not impact on students attending excursions. If you would like to explore this option, please contact our school administration.



gshs.struddysonline.com.au

07 3209 6100 My Account Wish List (0) Shopping Cart Checkout

Search



0 item(s) - \$0.00



Gympie SHS

Please click on the category  
to browse your club's store



WELCOME TO  
OUR PRE-ORDER  
ONLINE STORE

Gympie SHS



**ORDER CUT OFF DECEMBER 3RD**

Delivery ETA : Mid January



Product Compare (0)

Sort By: Default

Show: 15



#### GSHS - Blade Tee Raglan

Garment Measurements PLEASE NOTE  
THAT THESE ARE THE GARMENTS  
ACTUAL ME..

**\$38.50**

Ex Tax: \$35.00

ADD TO CART



#### GSHS - Performance Polo

Garment Measurements PLEASE NOTE  
THAT THESE ARE THE GARMENTS  
ACTUAL&nb..

**\$40.00**

Ex Tax: \$36.36

ADD TO CART



#### GSHS - Rugby League Performance Shorts

Rugby League Performance Shorts  
Garment Measurements PLEASE NOTE  
THAT TH..

**\$30.00**

Ex Tax: \$27.27

ADD TO CART



#### GSHS - Sport Shorts

Sublimated training shorts with zip  
pockets and lycra gusset Garment  
Measurements PLEA..

**\$35.00**

Ex Tax: \$31.82

ADD TO CART





#### GSHS - Nitro Tracksuit Jacket

Garment Measurements PLEASE NOTE THAT THESE ARE THE GARMENTS ACTUAL ME..

**\$85.00**

Ex Tax: \$77.27

ADD TO CART



#### GSHS - Tracksuit Pant

Garment Measurements PLEASE NOTE THAT THESE ARE THE GARMENTS ACTUAL ME..

**\$80.00**

Ex Tax: \$72.73

ADD TO CART



#### GSHS - Elite Socks

Garment Measurements PLEASE NOTE THAT THESE ARE THE GARMENTS ACTUAL ME..

**\$10.00**

Ex Tax: \$9.09

ADD TO CART



#### GSHS - Maroon Cap

..

**\$20.00**

Ex Tax: \$18.18

ADD TO CART



#### GSHS - Back Pack

..

**\$45.00**

Ex Tax: \$40.91

ADD TO CART





## Keeping Informed

The Junior Secondary team at Gympie SHS will use a variety of strategies to ensure parent communication remains proactive and effective. This will be particularly nurtured in the foundation year of our Year 7 program.

### Direct Teacher Contact:

Phone calls, text messages and email systems all form common communication techniques between teachers and parents. We actively encourage parents to engage in regular communication with teachers.

### Student Services Centre:

General enquiries or questions about school activities, policies or reporting concerns can be passed on to the Student Services Centre. We are proud of the level of service provided by these structures.

### Head of Year (HOY):

Head of Year contact lists are also created at the start of the year and a Junior Secondary meet and greet event is hosted in term 1 to allow parents to meet teachers, Heads of School and Wellbeing Coordinators personally.

### Head of Department (HOD) (Curriculum and School)

Heads of Department (Curriculum) are responsible for overseeing the delivery of curriculum in each of their Key Learning Areas. HODs (Curriculum) may be contacted regarding any concerns relating to how your child is progressing in his/her classes. The Head of Department (Student Engagement) oversees the whole of the Junior Secondary Program relating to wellbeing, transition and enhancement programs, and works closely with the Heads of Years (7-9) and Wellbeing Team. The Head of Department Student Engagement, can be contacted regarding student wellbeing, and is located in the Positive Education Centre.

### Head of Special Education Services

The HOSSES oversees differentiation and inclusive education and can be contacted regarding access to curriculum for Students with Disability and learning difficulties.

### Executive Team – Administration

The Executive Team is made up of the school Principal, three Deputy Principals, Business Manager and the HOSSES. All are available by phone, appointment or email.

## Gympie High Centurion & Gympie High Community Mascots

*Celebrating over 100 years of academic and sporting excellence*





## School Information

### GYMPIE State High School

1 Everson Road, PO Box 22, GYMPIE Queensland 4570

Main Reception (07) 5489 8333

Student Services Centre (07) 5489 8357 or (07) 5489 8337

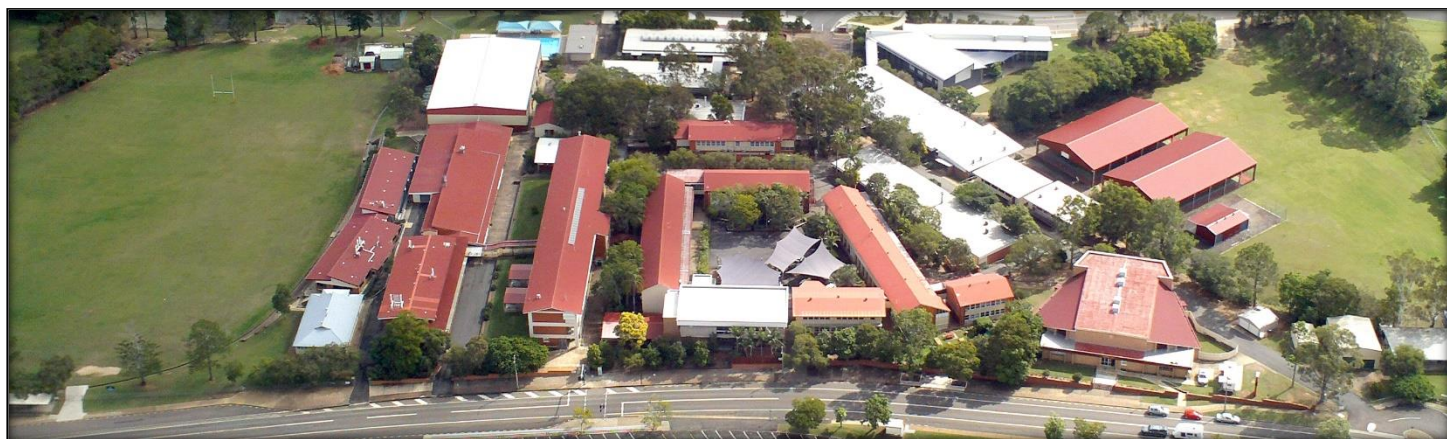
Finance (07) 5489 8302

WEB SITE [www.gympieshs.eq.edu.au](http://www.gympieshs.eq.edu.au)

EMAIL [info@gympieshs.eq.edu.au](mailto:info@gympieshs.eq.edu.au)

### Like us on Facebook

<https://www.facebook.com/GympieSHS>



**GYMPIE**  
State High School



Queensland Government