

# Foreword

## **Welcome to the Caloundra State High School Middle School.**

Our vision is “Lighting the Way to Broad Horizons and Bright Futures”. The journey in Secondary education is beginning here in the middle school, and we proudly accept the great responsibility of nurturing young learners and guiding them to a successful future.

Caloundra High is one of Queensland’s leading secondary schools. We are proud of our tradition of excellence in academic, cultural and sporting pursuits.

Our middle school has a unique environment where our focus is providing the right environment for this special age group. Students in the Middle Phase of Learning have very different needs, and our middle school caters for them in many ways.

We believe learning will occur best in an environment characterized by:

- Positive relationships between students and their teachers
- A curriculum that is interesting, engaging and challenging
- A culture which values diversity, tolerance and success
- Support structures which help guide young people to brighter futures

We are confident that our Middle School will encourage our students to develop higher levels of the following attributes:

- Self esteem
- Self confidence
- Optimism
- Respect for others
- Self motivation
- Self reliance
- Self directed learning
- Personal excellence
- Strong personal relationships
- Self discipline

Welcome again. I hope you have a great couple of years in our Middle School so that your enrolment in the Senior School is confident and enthusiastic.

**Peter Kelly**

**Principal**

## More about Middle Schooling ...

I welcome you to our Middle School.

My wish for every middle school student is that they are:

- Happy and ...
- Involved ( ... in learning, and extra curricular activities)

Forming positive relationships is the key to success for Middle phase learners – as they progress from Primary school to Senior Secondary, they need to be safe and supported.

Our Middle School structure and operations provide this support. Key features are:

- A Middle School precinct which is distinct, but linked to the main school
- Separate main recess breaks to the Senior school
- Core teachers for each Middle School class who spend more time with students – these are the Maths / Science and English / SOSE teachers and they form special bonds with the students over 2 years.
- A range of personal development programs such as Rock & Water
- Opportunities to develop leadership skills in our Leadership program

Having the right curriculum is critical – our Middle School courses form an important transition to the Senior school, while capturing the love of learning through engaging and meaningful learning experiences. This subject information booklet provides information about the various subjects offered.

I wish you every success, knowing Caloundra High can provide you every opportunity to achieve your potential.

**Steven Miskin**  
**Middle School Deputy Principal**

### ***A simple overview of Middle School subject organisation:***

#### **Year 8**

Students study the Core subjects of English, Study of Society, Mathematics, and Science all year. They also study LOTE and computing all year.

Students study 6 “elective” subjects in 14 week ‘trimesters’. This means students change 2 elective subjects each third of the year. Year 8 students nominate their 2 preferences of “Arts” elective subjects they wish to study (from Visual Art, Drama, Dance or Music).

Health & Fitness is studied for 2 trimesters, supporting our commitment to healthy bodies and healthy minds.

There are some extension courses in Year 8 (Dance Extension, Drama Extension and Surfing), which involves students specialising to some degree and foregoing some elective subjects.

#### **Year 9**

Students study the Core subjects of English, Study of Society, Mathematics, and Science all year. They must also complete 1 semester of Health & Physical education.

Students choose a total of 4 elective subjects for the year, which are one semester in length.

## Student Support Services ...

The following support personnel are available to assist students.

### Deputy Principal and HOD Student Services

- Co-ordinate Student Support Services team.
- Conduct weekly Student Support Services meetings and with team supports students at risk including referrals to external agencies and alternative programs as required.
- With the Student Support Services team implements pro-active programs including, Career Education, Youth Employment Pathways Program, Rock and Water, Girls Group, Cooling Conflict, Blush and Quench programs.
- Liaise with staff, parents and external agencies.

### Guidance Officers

- Provide counselling for students on educational, career, behavioural and personal matters and conduct parent information sessions.
- Provide links to external agencies and make referrals.
- With the Student Support Services team implements pro-active programs including, Career Education, Student Mentors, Year 8 Camp, Rock and Water and Girls Group.
- Conducts programs for students at risk e.g. Girls' personal development program.
- Provide information on subject selection, tertiary options, career pathways and options to students.

### Head of Special Education

- Case manages students with special needs including writing Individual Education Plans and Educational Adjustment Profiles in liaison with staff and parents and other agencies.
- Provides in and out of class support for Lighthouse Centre (SEU) students, Implements alternative programs for Lighthouse Centre students and makes links with external agencies.

### Indigenous Education Officer

- Case manages Indigenous students including liaison with staff, parents and external agencies.
- Provides in class support for Indigenous students.

### Vocational Liaison Officer

- Co-ordinates school-based apprenticeships and traineeships including liaison with students, parents, Group Training Companies and employers.
- Produces work experience agreement forms.
- Provides tax file number applications.

### School Nurse

- Conducts individual appointments and counselling sessions with students.
- Provides links to external agencies and makes referrals as required.
- Conducts programs for students at risk e.g. Girls' personal development program, Resourceful Adolescent Program, QUIT program.
- Along with the Student Support Services team implements pro-active programs such as Girls Group and Peer Skills.

## **Chaplain**

- Provides pastoral care for students on spiritual and personal matters.
- Conducts programs including boys program e.g. Rock and Water, Quench and Russian Strength Training.
- Co-ordinates Motivational Media presentation and lunchtime activities.
- Co-ordinates external groups to provide breakfasts and activities.
- Provides care for families impacted by critical incidents.

## **Learning Support Staff**

### ***Advanced Learner Support Co-ordinator***

- Develops Advanced Learner Plans (ALP's) for highly gifted students and case manages these students.
- Facilitates alternative advanced learning options (e.g. USC Headstart Program, Opti-MINDS, Sleek Geeks, Mentoring).
- Assesses advanced learners referred by staff and parents

### ***Learning Difficulties Support Staff***

- Case manage students with learning difficulties including liaison with staff and parents
- Provide in and out of class support for students with learning difficulties
- Provide small group withdrawal for support programs in Years 8 to 10 (e.g. Successmaker, Literacy / Numeracy projects, Reading Friends, Assignment support).
- Assess students referred by staff and parents

## **Behaviour Support Teacher**

- Supervises students in the Responsible Thinking Classroom (RTC) and assists them in writing plans leading to increased acceptance of responsibility.
- Makes referrals to other support staff as required with Student Support Services Team.
- Conducts Rock and Water programs and Anger Management Programs.
- Works with students on long term suspensions.

## **Youth Support Coordinator**

- Assists students at risk of disengaging from schooling through individual counselling, family support / mediation and makes referrals to other outside agencies.
- Together with Student Services staff facilitates programmes such as Girls Group and Resourceful Adolescent Program.

# YEAR 8 ORIENTATION

## IMPORTANT DATES TO REMEMBER

- **Parent Teacher Evening followed by Subject Information Expo**

**Date:** Tuesday 25<sup>th</sup> August 2009  
**Time:** 5.15 pm - Caloundra SS and Currimundi SS  
6:15pm - Talara SS and Golden Beach SS  
**Venue:** Resource Centre Caloundra State High School

**Enrolment forms** completed and returned to the student's class teacher by:  
**Friday, 11<sup>th</sup> September 2009.**

- **Ladies Auxiliary** welcome new parents of intending Caloundra State High School students.

**Date:** Tuesday 8th December 2009  
**Time:** 9.00am until 11.00am  
**Venue:** Student Centre

The morning provides parents with an insight into the operation of school procedures and to meet personnel.

- **Student Orientation Day** at Caloundra State High School

**Date:** Tuesday 9th December 2009  
**Time:** 9.00am - 2.30pm  
**Venue:** Student Centre

- **Commencement date for 2010 Year 8 and Year 9 students:**  
**Wednesday 27<sup>th</sup> January 2010.**

# **SUBJECT INFORMATION**

## **YEAR 8**

## **2010**

**USER PAY COSTS: NIL**

Students will be involved in **TWO** out of the **FOUR** arts areas available for study in Year 8. Students will develop basic skills in these chosen areas and will be able to pursue these in future years.

<b>COURSE OVERVIEW</b>	
TRIMESTER ONE	TRIMESTER TWO
<p><b><u>ONE OF THE FOLLOWING WILL BE STUDIED:</u></b></p> <p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• Learning set movement sequences</li> <li>• Making their own dance sequences</li> <li>• Experimenting with different styles &amp; patterns</li> <li>• Movement/ Dance games</li> <li>• Viewing dance works</li> </ul> <p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>• Drama games and activities</li> <li>• Exploration of roles/ relationships/ status/ attitude</li> <li>• Improvisation</li> <li>• Basic script work</li> </ul> <p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Games and movement</li> <li>• Reading and Writing Music</li> <li>• Listening and responding to Music</li> <li>• Playing keyboards &amp; other musical instruments</li> <li>• Singing</li> </ul> <p><b>VISUAL ART</b></p> <ul style="list-style-type: none"> <li>• Elements of Art – colour tone, texture, shape, line, pattern</li> <li>• Skills with Media</li> <li>• Knowledge of art and artists</li> <li>• Creation of 2 &amp; 3 dimensional work</li> </ul>	<p><b><u>ONE OF THE FOLLOWING WILL BE STUDIED:</u></b></p> <p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• Learning set movement sequences</li> <li>• Making their own dance sequences</li> <li>• Experimenting with different styles &amp; patterns</li> <li>• Movement/ Dance games</li> <li>• Viewing dance works</li> </ul> <p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>• Drama games and activities</li> <li>• Exploration of roles/ relationships/ status/ attitude</li> <li>• Improvisation</li> <li>• Basic script work</li> </ul> <p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Games and movement</li> <li>• Reading and Writing Music</li> <li>• Listening and responding to Music</li> <li>• Playing keyboards &amp; other musical instruments</li> <li>• Singing</li> </ul> <p><b>VISUAL ART</b></p> <ul style="list-style-type: none"> <li>• Elements of Art – colour tone, texture, shape, line, pattern</li> <li>• Skills with Media</li> <li>• Knowledge of art and artists</li> <li>• Creation of 2 &amp; 3 dimensional work</li> </ul>
<p><b>Homework Requirement:</b> Practising class work activities, completing written tasks</p>	
<p><b>Assessment Techniques:</b> Practical class projects, short written tasks</p>	
<p><b>Additional Information:</b> It is important to realize that <u>any</u> of the arts areas could be chosen in future years so long as students are willing to commit themselves. Students who wish to further develop their performance skills may audition for the various extension groups that are offered in the Performing Arts Faculty. eg. Performance Excellence Program (PEP) in drama, dance and music, vocal groups, bands and ensembles. Performance opportunities are made available throughout the year in the form of workshops, productions, competitions and community events. Excursions to professional performances are also conducted as they become available.</p>	

**USER PAY COSTS: NIL**

This course involves students in an elective subject for the whole year. The subject has a gifted and talented philosophy and aims to extend the practical skills of those students who excel or are interested in dance. The goals of the CSHS Dance Department are to teach the techniques and concepts that will help students to think and work effectively and creatively. Values that will help define a students' aesthetic philosophy are also embedded within the curriculum. The course of study aims at helping students develop good working habits, develop a sense of responsibility, and understand commitment.

Entry to the Dance Extension course is by **Audition only**. Auditions will be held for Year 7s in Term 3, one week after Subject Selection night.

<b>COURSE OVERVIEW</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
<p>Extensive training in practical dance techniques and skills with a focus on the following areas:</p> <ul style="list-style-type: none"> <li>• <b>Performing</b></li> <li>• <b>Choreography</b></li> <li>• <b>Appreciation</b></li> </ul> <p>Units to be studied will draw on a selection of the following genres:</p> <ul style="list-style-type: none"> <li>• <i>Contemporary</i></li> <li>• <i>Funk</i></li> <li>• <i>Hip Hop</i></li> <li>• <i>Jazz</i></li> <li>• <i>Tap</i></li> <li>• <i>Ballet</i></li> <li>• <i>Folk</i></li> <li>• <i>Ballroom</i></li> <li>• <i>Cabaret</i></li> <li>• <i>Novelty</i></li> <li>• <i>Musical Theatre</i></li> <li>• <i>Physical Theatre</i></li> </ul>	<p>Extensive training in practical dance techniques and skills with a focus on the following areas:</p> <ul style="list-style-type: none"> <li>• <b>Performing</b></li> <li>• <b>Choreography</b></li> <li>• <b>Appreciation</b></li> </ul> <p>Units to be studied will draw on a selection of the following genres:</p> <ul style="list-style-type: none"> <li>• <i>Contemporary</i></li> <li>• <i>Funk</i></li> <li>• <i>Hip Hop</i></li> <li>• <i>Jazz</i></li> <li>• <i>Tap</i></li> <li>• <i>Ballet</i></li> <li>• <i>Folk</i></li> <li>• <i>Ballroom</i></li> <li>• <i>Cabaret</i></li> <li>• <i>Novelty</i></li> <li>• <i>Musical Theatre</i></li> <li>• <i>Physical Theatre</i></li> </ul>
<p><b>Homework Requirements:</b> Practicing class work activities, completing written tasks</p>	
<p><b>Assessment Techniques:</b> Practical class projects, short written tests</p>	
<p><b>Additional Information:</b></p> <p>Dance Extension students will have access to the various extension groups that already exist in the school. The Performance Excellence Program (PEP) offers opportunities in drama, dance and music, vocal groups, bands and ensembles. Performance opportunities are made available throughout the year in the form of workshops, productions, competitions and community events. Excursions to professional performances are also conducted as they become available. This will be at cost of participants at the time of the events.</p>	

**USER PAY COSTS: NIL**

This course involves students in an elective subject for the whole year. The subject has a gifted and talented philosophy and aims to extend the practical skills of those students who excel or are interested in drama. The goals of the CSHS Drama Department are to teach the techniques and concepts that will help students to think and work effectively and creatively.

Values that will help define a students' aesthetic philosophy are also embedded within the curriculum. The course of study aims at helping students develop good working habits, develop a sense of responsibility, and understand commitment.

Entry to Drama Extension is by **Audition only**. Auditions will be held for Year 7s in Term 3, one week after Subject Selection night.

<b>COURSE OVERVIEW</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
<p>Extensive training in practical drama techniques and skills with a focus on the following areas:</p> <ul style="list-style-type: none"> <li>• <b>Forming or creating drama</b></li> <li>• <b>Performing drama</b></li> <li>• <b>Responding to drama</b></li> </ul> <p>Units to be studied will draw on a selection of the following:</p> <ul style="list-style-type: none"> <li>• <i>Drama games and activities</i></li> <li>• <i>Exploration of the elements of drama</i></li> <li>• <i>Voice and Movement</i></li> <li>• <i>Characterisation</i></li> <li>• <i>Directing</i></li> <li>• <i>Scripting</i></li> <li>• <i>Improvisation, Extended Improvisation</i></li> <li>• <i>Contemporary and Youth theatre</i></li> <li>• <i>Physical Theatre</i></li> <li>• <i>Student-devised work</i></li> </ul>	<p>Extensive training in practical drama techniques and skills with a focus on the following areas:</p> <ul style="list-style-type: none"> <li>• <b>Forming or creating drama</b></li> <li>• <b>Performing</b></li> <li>• <b>Responding to drama</b></li> </ul> <p>Units to be studied will draw on a selection of the following:</p> <ul style="list-style-type: none"> <li>• <i>Drama games and activities</i></li> <li>• <i>Exploration of the elements of drama</i></li> <li>• <i>Voice and Movement</i></li> <li>• <i>Characterisation</i></li> <li>• <i>Directing</i></li> <li>• <i>Scripting</i></li> <li>• <i>Improvisation, Extended Improvisation</i></li> <li>• <i>Contemporary and Youth theatre</i></li> <li>• <i>Physical Theatre</i></li> <li>• <i>Student-devised work</i></li> </ul>
<p><b>Homework Requirements:</b> practicing class work activities, completing written tasks</p>	
<p><b>Assessment Techniques:</b> practical class projects, short written tests</p>	
<p><b>Additional Information:</b></p> <p>Drama Extension students will have access to the various extension groups that already exist in the school. The Performance Excellence Program (PEP) offers opportunities in drama, dance and music, vocal groups, bands and ensembles.</p> <p>Performance opportunities will be made available throughout the year in the form of workshops, productions, competitions and community events. Excursions to professional performances are also conducted as they become available. <i>This will be a cost to the participants at the time of the events.</i></p>	

## STUDY OF SOCIETY & THE ENVIRONMENT

**USER PAY COSTS: NIL: SOSE Excursion Costs \$30**

The study of society & the environment course is presented in 4 strands that will develop skills & knowledge that will enable students to study any of the Social Sciences offered in the senior school – Economics, Ancient History, Modern History, and Geography. The course presents students with a range of interesting topics from the ancient world and contemporary issues confronting society today. As part of the Endangered Species Unit, all students are encouraged to participate in an excursion to Australia Zoo.

COURSE OVERVIEW	
SEMESTER ONE	SEMESTER TWO
<p><u>SOSE UNITS SELECTED FROM</u></p> <ul style="list-style-type: none"> <li>• ENDANGERED SPECIES</li> <li>• AUSTRALIAN HISTORY</li> <li>• GEOGRAPHY MAPPING SKILLS</li> </ul>	<p><u>SOSE UNITS SELECTED FROM</u></p> <ul style="list-style-type: none"> <li>• AUSTRALIAN ABORIGINES</li> <li>• TORRES STRAIT ISLANDERS</li> <li>• AUSTRALIA'S POLITICAL &amp; LEGAL SYSTEM</li> </ul>
<p><b>Homework Requirement:</b> Set homework, preparation for assignments and exams</p>	
<p><b>Assessment Techniques:</b> Oral presentations, research assignments, exams, analytical essays, Content exams, skills test</p>	

**USER PAY COSTS: NIL**

In the middle school the English Faculty will be working within the QCAR framework where students will be demonstrating their understanding of the Essential Learnings.

Students use their imagination, creativity and world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities. They recognise how English relates to shared cultural understandings, and to local, national and global settings. They analyse and evaluate how texts position audiences to view people, characters, places, events, things, issues and ideas in particular ways and with particular implications and impacts. They evaluate how a variety of texts represent Torres Strait Islander and Aboriginal knowledges, peoples, cultures and events

Students use the essential processes of **Ways of Working** to develop and demonstrate their **knowledge and understanding**. They individually and collaboratively interpret and construct texts by understanding and manipulating language elements to position the audience and suit their subject matter and purpose. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing and how they see themselves as users of English.

They reflect on their own and others' language choices to achieve particular purposes, and how they can apply their learning in future applications. Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs when interpreting and constructing texts.

Students demonstrate evidence of their learning over time in relation to knowledge and understanding, interpreting texts, constructing texts, appreciating texts and reflecting on texts.

<b>COURSE OVERVIEW</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
<ul style="list-style-type: none"> <li>• It's All About Me! (poetry)</li> <li>• Novel Study</li> <li>• Stop The Press! (news media study)</li> </ul>	<ul style="list-style-type: none"> <li>• Let Me Entertain You (play study)</li> <li>• Comic Mania</li> <li>• The Power of Persuasion (documentaries and persuasive techniques)</li> </ul>
<p><b>Homework Requirement:</b>            Teachers will set specific tasks from our Middle School English program. Students will also need to work on:            1: Their general reading program and reading of a class study text.            2: Preparatory work on forthcoming assignments.</p>	
<p><b>Assessment Techniques:</b>            Students will be expected to demonstrate their understanding of the Essential Learnings through a range of techniques, both written and spoken.</p>	

**L4L – Literacy for Life program** - All year 8 students are involved in the L4L program to develop their literacy capacity. The program runs for most of the year and specifically develops student's ability to decode texts, read proficiently, comprehend meaning from texts and develop their analytical and thinking skills.

**USER PAY COSTS: NIL**

Year 8 LOTE is a core subject and therefore obligatory. The course is designed to meet students' basic communication needs in a second language but also permits an interest in a variety of topics and involves comprehending and composing gained through the macro-skills of listening, speaking, reading and writing. This course is designed to prepare students to appreciate their own cultural identity while understanding other cultures in our global village.

Students beginning French or Italian in Year 8 will begin at an appropriate level while those continuing French or Italian from feeder schools will be catered for at intermediate level.

<b>COURSE OVERVIEW</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
<ul style="list-style-type: none"> <li>• Personal and Community Life</li> <li>• Leisure and Recreation</li> <li>• The Natural World</li> <li>• The Built World</li> <li>• The International World</li> </ul>	<ul style="list-style-type: none"> <li>• My family and I</li> <li>• Any one for Sport</li> <li>• My Town</li> <li>• Where in the world can I go?</li> </ul>
<p><b>Homework Requirements:</b> Set homework, assignments.</p>	
<p><b>Assessment Techniques:</b> Speaking, listening, reading, writing.</p>	

## YEAR 8 HEALTH AND PHYSICAL EDUCATION

### USER PAYS COSTS: NIL

The Year 8 Health and Physical Education course is studied in 2 of the 3 Trimesters. The course involves a study of physical skills, fitness and health.

The program covers 3 main areas:

Enhancing personal development; Promoting the health of individuals and communities; Developing concepts and skills for physical activities.

PRACTICAL WORK	THEORY WORK
<p><b>Compulsory Units</b></p> <ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Touch</li> <li>• Athletics</li> </ul> <p><b>Electives</b></p> <ul style="list-style-type: none"> <li>• Soccer</li> <li>• Basketball</li> <li>• Cricket</li> <li>• Softball</li> </ul>	<p><b>Human Relationships Education</b></p> <ul style="list-style-type: none"> <li>• Personal development, self management, social skills</li> <li>• Healthy relationships</li> <li>• Sexual health</li> </ul> <p><b>Fitness and Health</b></p> <ul style="list-style-type: none"> <li>• Fitness development, training and testing</li> <li>• Components of Fitness</li> <li>• Healthy Lifestyle – Obesity, exercise</li> </ul> <p><b>Drugs</b></p> <ul style="list-style-type: none"> <li>• Self esteem</li> <li>• Peer pressure</li> <li>• Assertive behaviour</li> </ul>
<p><b>Homework Requirements:</b></p> <p>Students are expected to complete tasks in their own exercise books*, as well as practice their physical skills and practical activities.</p> <p>*(Student to provide A4 64 page note book)</p>	
<p><b>Assessment Techniques:</b></p> <p>Students undergo practical assessment in all units (participation is mandatory in all units) involving testing of specific physical skills, use of strategies and knowledge of rules. Theory assessment is based on completion of student workbooks consisting of worksheets, experiments and assignments.</p>	
<p><b>Additional Information:</b></p> <p>The learning outcomes will assist students to acquire and maintain good health and fitness as well as experience physical skills related to different sports and activities. During the year, students are also assessed as to their suitability for the Sports Excellence courses (Volleyball and Touch) for Year 9. In practical activities, students must wear the correct sports uniform, hats and sun cream. Girls are strongly encouraged to wear school shorts during practical activity.</p>	

## YEAR 8 MATHEMATICS / SCIENCE

### USER PAY COSTS: NIL

**\$4.50 (Negotiable entry) – Australian Maths Competition**

**\$6.00 (Negotiable entry) – ICAS University of NSW Maths Competition**

A feature of the Year 8 programme is that the students generally have the same teacher for 3 lessons of Maths and 2 lessons of Science per week.

COURSE OVERVIEW		
TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
<b>MATHEMATICS</b>		
<ul style="list-style-type: none"> <li>• Whole Numbers (Factors and Multiples)</li> <li>• Patterns and Algebra (Introduction to Algebra)</li> <li>• Number (Fractions)</li> <li>• Introduction to Geometry</li> </ul>	<ul style="list-style-type: none"> <li>• Number (Decimals)</li> <li>• Problem Solving and Algebra using Fractions</li> <li>• Measurement</li> <li>• Integers</li> <li>• Geometric Construction</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra with Integers</li> <li>• Chance and Data (Sets, Venn Diagrams, Probability)</li> <li>• Three Dimensional Geometry and Transformations</li> <li>• Problem Solving in Algebra</li> </ul>
<b>SCIENCE</b>		
<p><b>1.</b> Scintillating Science – includes laboratory safety, laboratory equipment and basic laboratory skills.</p> <p><b>2.</b> Chemistry – includes states and types of matter, mixtures and separation techniques.</p>	<p><b>3.</b> Science Fair – covers designing and carrying-out scientific investigations.</p> <p><b>4.</b> Living things – study the characteristics of living things and how they are classified. Use microscopes to examine some very small specimens of living things.</p>	<p><b>5.</b> Physics – study forces and motion, energy transfer and transfer motions.</p> <p><b>6.</b> Body Systems – Examines the organs of circulatory and respiratory systems and how they work together.</p> <p><b>7.</b> Community – Environment and ecology are studied using our neighbouring parkland – Ben Bennett Park.</p>
<p><b>Homework Requirements</b> All classes will receive a variety of homework activities, including homework sheets, completion of daily class work, investigations and assignments. You should expect your child to have an average of 15 minutes of homework per night for up to three lessons per week in this subject.</p>		
<p><b>Assessment Techniques</b> Students will be assessed using a variety of techniques, including written tests, assignments, laboratory reports and computer projects.</p>		
<p><b>Additional Information: All students should have the following equipment for all lessons.</b></p> <ul style="list-style-type: none"> <li>• Scientific Calculator – available from the school canteen at a cost of approximately \$27.50 (Subject to change)</li> <li>• Exercise book (One for Maths, another for Science)</li> <li>• Pens, pencil, ruler, protractor and drawing compass, glue, scissors.</li> </ul>		

## YEAR 8 HOME ECONOMICS

### USER PAY COSTS: NIL

The twelve (12) week course will focus on Food, Health and Nutrition (8 weeks) and Clothing and Textiles (4 weeks). Students will gain practical skills, learn how to problem solve and work in group/team situations.

<b>COURSE OVERVIEW</b>	
<b>Food Health and Nutrition (8 weeks)</b>	<b>Clothing and Textiles (4 weeks)</b>
<ul style="list-style-type: none"> <li>• Safety and Hygiene</li> <li>• Adolescent nutritional needs</li> <li>• Influences on individual food intake</li> <li>• Knife Skills/Cutting Techniques</li> <li>• Dietary Guidelines</li> <li>• Food Nutrients</li> <li>• Food Choices for Teenagers</li> <li>• Breakfast Choices</li> <li>• Meal Planning/Decision Making</li> <li>• Practical cooking – see below</li> </ul>	<p>Creating Clothes -</p> <ul style="list-style-type: none"> <li>• Use/care of sewing machine</li> <li>• Hand/Machine sewing skills</li> <li>• Basic fabric/pattern knowledge</li> <li>• Tie Dying</li> <li>• Management/Decision Making</li> </ul> <p>Practical Sewing –</p> <ul style="list-style-type: none"> <li>• The above skills are used in making a Surf Bag</li> <li>• Calico for Surf Bag supplied</li> </ul> <p>Students require-</p> <ul style="list-style-type: none"> <li>• A basic sewing kit (including scissors, pins, white thread and Janome bobbin).</li> </ul>
<p><b>Homework Requirements:</b></p> <ul style="list-style-type: none"> <li>• Spelling tests each week</li> <li>• Prepare ingredients and work plan for prac cooking each week</li> </ul>	
<p><b>Additional Information:</b>            Students will engage in experimental, group and individual cookery. (Eat at school or take home.)            Take home cookery includes Fruit Crumble, Fruit Salad, Pizza, Stir Fry, Spaghetti Bolognese, Meatballs, Frittata and Quiche. Students will require a basic sewing kit – including scissors, pins, white thread, Janome bobbin.</p>	
<p><b>Assessment Techniques:</b>            Written and Practical Test; Assignment Task.</p>	

## YEAR 8 INDUSTRIAL DESIGN & TECHNOLOGY

### USER PAY COSTS: NIL

The course aims to provide both boys and girls with the opportunity to learn new and interesting skills in the area of Industrial Design & Technology.

### COURSE OVERVIEW

The course is designed around the following areas of study

1. Workshop Technology & Design - Wood, Metal, Plastics Technology
2. Graphics & Design - Introduction to two & three dimensional drawing  
- Computer Aided Drafting

#### Homework Requirements:

Students will be expected to perform research and design activities at various times during the course.

#### Assessment Techniques:

All classroom activities will contribute towards the overall level of achievement. When reporting separate comments will be given to reflect the students ability in both Workshop Technology and Graphics.

#### Additional Information:

Safety: Because of workshop safety requirements students must wear suitable protective equipment in accordance with the workplace health and safety legislation.

## YEAR 8 INFORMATION TECHNOLOGY FUTURES (ITF)

### USER PAY COSTS: NIL

Students learn about a range of computer applications and how to effectively use the school network. They build and document their technology profile, and demonstrate their technological skills, preparing them for an exciting future in Information Technology. The course is designed to prepare all students for the development of their ICT skills to be used across the curriculum.

COURSE OVERVIEW	
SEMESTER ONE	SEMESTER TWO
<ul style="list-style-type: none"><li>• Terminology, functions and use of computer software and hardware</li><li>• Using Graphics software &amp; digital equipment</li><li>• Desktop Publishing</li><li>• Skills establishment and extension in Microsoft Office</li><li>• Keyboarding</li><li>• Effective Internet searching</li><li>• Issues in business management</li><li>• Network and file management</li></ul>	<ul style="list-style-type: none"><li>• Social and ethical issues of computing</li><li>• Spread Sheeting/Basic Accounting</li><li>• Multimedia, including animation and video editing</li><li>• Implementing multimedia elements</li><li>• Foundation Animation</li><li>• Extension and negotiated activities</li><li>• Explore entrepreneurial practices</li></ul>
<b>Assessment Techniques:</b> Practical projects, written tasks, Skill checklists.	

## YEAR 8 SPORT

### USER PAYS COSTS: NIL

The main purpose of Sport for 2010 is to ensure maximum participation, enjoyment and involvement in the continuation of sport from the primary level. Our Sports Department offers well structured interschool competitions.

Students are to acknowledge that if selected as School Age Champion or at Regional, State or National levels participation is compulsory.

Term 1	Term 2
<p>The Interhouse Swimming Carnival is usually conducted in Week 2 at the Central Park Pool Complex. All areas of the complex are utilized and all strokes covered. Age Champions are determined and a school team is selected to compete at the Central District Carnival. Individuals are selected at the Central District Carnival to contest Regional, State, and National level.</p> <p>Non- competitive swimming is also catered for, our main aim being participation on the day.</p>	<p>The Interhouse Cross Country competition is held in May, students compete within their age group, boys and girls separate. Age champions are determined and a school team of six (6) students per age group is selected to compete at the Regional Carnival. Individual placing at the Regional Carnival determine State and National representation.</p> <p>Winter Interschool sport against Beerwah, Maleny, Kawana, Maroochydore, Siena, Meridan, Chancellor, Mountain Creek , Unity and Glasshouse was introduced in 1996 and has proved to be very popular.</p> <p>Sports played include: AFL, Rugby League, soccer, Volleyball, Girls Touch &amp; Netball. Year 8 and Year 9 students compete on Wednesdays during part B of Period 3.</p>
Term 3	Term 4
<p>Athletics begins with a special Year 8 Athletics Day where all Year 8's participate in their Physical Education class. This competition is a prelude to the main Interhouse Carnival for the whole school. As in Swimming and Cross-Country, athletes are then selected for the school team to contest Central District, Regional, State and National levels.</p> <p>Summer Interschool Sport fixtures begin at the end of term and are conducted in these sports in Year 8:</p> <p>Girls AFL, Boys and Girls Basketball, Boys Baseball, Girls Softball, Boys &amp; Girls Tennis &amp; Boys &amp; Girls Cricket.</p>	<p>The Sports Awards Ceremony is recognition for our Sportsmen and Sportswomen and is held at the Student Centre. Awards are made to those who represent our school in sport with special acknowledgment of our Age Champions and Regional, State National &amp; International representatives.</p>

# **SUBJECT INFORMATION**

## **YEAR 9**

## **2010**

**USER PAY COSTS: NIL**

Art is an elective course which is offered to students for one semester. Year 9 Art presents students the opportunity to explore to a range of media and art making skills within specified themes. Students will develop knowledge and understanding of various artists and art forms. Creativity, investigating and problem solving are skills which students will utilise.

<b>COURSE OVERVIEW</b>	
Please be advised that the following course content and semester structures are all subject to change according to diverse circumstances including material availability. Students will potentially make and participate in the following:	
TERM ONE	TERM TWO
<p><b>Painting and Sculpture</b></p> <ul style="list-style-type: none"> <li>• Construction with mixed media and acrylic painting.</li> <li>• Historical and cultural references within mask making.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Perspective in landscape and built environment.</li> <li>• Drawing techniques and processes for three dimensional rendering.</li> </ul>	<p><b>Ceramics and Design</b></p> <ul style="list-style-type: none"> <li>• Vessel construction with clay using either coil, pinch or slab construction to communicate an individual response to a sense of place.</li> <li>• Series of two dimensional designs for illustrating a three dimensional art form.</li> <li>• Print making – use of various printmaking techniques exploring self portraits.</li> </ul>
<p><b>Homework Requirements:</b></p> <ul style="list-style-type: none"> <li>• Preliminary idea development (Example: sketches, designs) for resolved artworks</li> </ul>	
<p><b>Assessment Techniques:</b></p> <ul style="list-style-type: none"> <li>• Resolved artworks of various media specific to units</li> <li>• Sketch book process work - Including preliminary sketches for resolved artworks and written self-evaluations</li> </ul>	
<p><b>Additional Information:</b></p> <p><b>Material Requirements</b></p> <ul style="list-style-type: none"> <li>• A4 cartridge paper sketch book</li> <li>• A soft eraser</li> <li>• 2 x 2B pencils</li> </ul>	

**USER PAY COSTS: NIL**

The Year 9 Drama course is a *one semester subject* which offers a practical and theoretical development of drama skills.

Trust, tolerance and self discipline are encouraged in all aspects of the work. Through the inclusion of both individual and group tasks, the students will be encouraged to develop personal initiative and the social skills of sharing ideas and working with others.

<b>COURSE OVERVIEW</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
Characterisation, roles, relationships, situation, tension Drama games and exercises Script work Improvisation Student-devised drama	A semester course only – students will be involved in either Semester One or Semester Two
<b>Homework Requirements:</b> Practising practical tasks, completing short written outlines	
<b>Assessment Techniques:</b> Practical performance tasks, Practical Scriptwriting tasks, Assignments, Examinations	
<b>Additional Information:</b>  It is important to realise that <b>DRAMA</b> could be chosen even if not undertaken in previous years so long as students are willing to commit themselves. Students who wish to further develop their performance skills may audition for the extension Performance Excellence Program (PEP). Performance opportunities are made available throughout the year in the form of workshops, productions, competitions and community events. Excursions to professional performances are also conducted as they become available.	

**USER PAY COSTS: NIL**

The Year 9 Creative Arts Excellence - Drama involves students in a full year course of study and will be offered to students who have been involved in: the Year 8 Creative Arts Excellence; Year 7 and 8 Performance Excellence Program (PEP); students who may be involved in acting courses outside the school; or students with strong drama potential who have been identified in the Year 8 drama course. Entry to the Creative Arts Excellence - Drama course is by **audition only**.

<b>COURSE OVERVIEW</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
Characterisation, roles, relationships, situation, tension Drama games and exercises Script work Process Drama Student-devised drama Grimms Fairytales	Drama games and activities. Commedia Del Arte (masks) Student devised drama.
<p><b>Homework Requirements:</b>                      Practising practical tasks, completing short written outlines</p>	
<p><b>Assessment Techniques:</b>                      Practical performance tasks, Practical Scriptwriting tasks, Assignments, Examinations</p>	
<p><b>Additional Information:</b>  <i>Students will receive invitations to this subject prior to subject selection deadlines.</i></p> <p>Students who wish to further develop their performance skills may continue to audition for the extension Performance Excellence Program (PEP). Performance opportunities are made available throughout the year in the form of workshops, productions, competitions and community events. Excursions to professional performances are also conducted as they become available.</p>	

**USER PAY COSTS: NIL**

The Year 9 Dance course is a *one semester course* which offers practical and theoretical development of a variety of dance styles and elements. Students will be involved in making, performing and understanding dance. Dance gives students another means of communicating and responding to the world around them while providing opportunities for social and personal well-being.

<b>COURSE OVERVIEW</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
Dance elements involved in choreography, performance & appreciation <ul style="list-style-type: none"> <li>• Social Dance</li> <li>• Popular/Funk Dance</li> <li>• Jazz Dance</li> <li>• Tap Dance</li> <li>• Contemporary Dance</li> </ul>	A semester course only – students will be involved in either Semester One or Semester Two
<p><b>Homework Requirements:</b> Practising practical tasks, completing short written outlines</p>	
<p><b>Assessment Techniques:</b> Practical performance tasks, practical choreography tasks, assignments, examinations</p>	
<p><b>Additional Information:</b></p> <p>It is important to realise that <b>DANCE</b> could be chosen even if not undertaken in previous years so long as students are willing to commit themselves                      Students who wish to further develop their performance skills may audition for the extension dance group “The Edge”. Performance opportunities are made available throughout the year in the form of workshops, concerts, competitions and community events. Excursions to professional performances are also conducted as they become available.</p>	

**USER PAY COSTS: NIL**

The Year 9 Dance Extension course involves students in a full year course of study and will be offered to students who have been involved in: the Year 8 Dance Academy; Year 8 Performance Excellence Program (PEP), students who may be involved in dance courses outside the school, or students with strong dance potential who have been identified in the Year 8 Dance course.

Entry to the Creative Arts Excellence - Dance course is by **Audition only**. Auditions will be held at the end of Term 3.

<b>COURSE OVERVIEW</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
<p>Extensive training in practical dance techniques and skills with a focus on the following areas:</p> <ul style="list-style-type: none"> <li>• <b>Performing</b></li> <li>• <b>Choreography</b></li> <li>• <b>Appreciation</b></li> </ul> <p>Units to be studied will draw on a selection of the following genres:</p> <ul style="list-style-type: none"> <li>• <i>Contemporary</i></li> <li>• <i>Funk</i></li> <li>• <i>Hip Hop</i></li> <li>• <i>Jazz</i></li> <li>• <i>Tap</i></li> <li>• <i>Ballet</i></li> <li>• <i>Folk</i></li> <li>• <i>Ballroom</i></li> <li>• <i>Cabaret</i></li> <li>• <i>Novelty</i></li> <li>• <i>Musical Theatre</i></li> <li>• <i>Physical Theatre</i></li> </ul>	<p>Extensive training in practical dance techniques and skills with a focus on the following areas:</p> <ul style="list-style-type: none"> <li>• <b>Performing</b></li> <li>• <b>Choreography</b></li> <li>• <b>Appreciation</b></li> </ul> <p>Units to be studied will draw on a selection of the following genres:</p> <ul style="list-style-type: none"> <li>• <i>Contemporary</i></li> <li>• <i>Funk</i></li> <li>• <i>Hip Hop</i></li> <li>• <i>Jazz</i></li> <li>• <i>Tap</i></li> <li>• <i>Ballet</i></li> <li>• <i>Folk</i></li> <li>• <i>Ballroom</i></li> <li>• <i>Cabaret</i></li> <li>• <i>Novelty</i></li> <li>• <i>Musical Theatre</i></li> <li>• <i>Physical Theatre</i></li> </ul>
<p><b>Homework Requirements:</b> Practicing class work activities, completing written tasks</p>	
<p><b>Assessment Techniques:</b> Practical class projects, short written tests</p>	
<p><b>Additional Information:</b></p> <p>Creative Arts Excellence students will have access to the various extension groups that already exist within the school. The Performance Excellence Program (PEP) offers opportunities in drama, dance and music, vocal groups, bands and ensembles.</p> <p>Performance opportunities are made available throughout the year in the form of workshops, productions, competitions and community events. Students who wish to develop their performance skills may audition for the extension dance group “The Edge”. Excursions to professional performances are also conducted as they become available. This will be at cost of participants at the time of the events.</p>	

**USER PAY COSTS: NIL**

Music offers a unique form of self-expression and communication. It contributes to learning through the development of aspects such as memory, coordination, concentration and inventiveness. The study of music inspires students to be involved with music as a leisure pursuit or as a career in areas such as music performance, composition, education, technology, therapy, musicology, journalism or administration.

<b>COURSE OVERVIEW</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
African Music Film and Television Music  NB: Students will need a music book with both lines for writing and manuscript paper.	A semester course only – students will be involved in either Semester One or Semester Two
<p><b>Homework Requirements:</b></p> Aural practice, Composing tasks, Instrumental/Vocal rehearsal	
<p><b>Assessment Techniques:</b></p> Aural skills, written exams, rhythmic & melodic writing, composing for voice and keyboard, vocal & instrumental performance in small and large ensembles.	
<p><b>Additional Information:</b></p> Students who wish to study music in Year 10 should undertake Year 9 Music. Students who wish to further develop their performance skills may join the Concert Band, Stage Band, Vocal Group, Female Vocal Ensemble or String Orchestra. Performance opportunities are made available throughout the year in the form of camps, tours, workshops, concerts, competitions and CD recordings. Excursions to professional performances are also conducted as they become available.	

## YEAR 9 HEALTH AND PHYSICAL EDUCATION

### USER PAYS COSTS: NIL

In Year 9 all students must do **ONE** of the **THREE** compulsory Physical Education courses. They can choose **EITHER** the Health and Physical Education course; OR Sports Excellence Volleyball OR Sports Excellence Touch. These courses are studied for only 1 semester.

COURSE OVERVIEW				
PRACTICAL WORK		THEORY WORK		
COMPULSORY UNITS	ELECTIVE UNITS (2)	DRUG EDUCATION	TACKLING THE TEENAGE YEARS	GET IN SHAPE
<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Bush Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Softball/ Baseball</li> <li>• Touch</li> <li>• Soccer</li> <li>• Netball</li> <li>• Badminton</li> </ul>	<ul style="list-style-type: none"> <li>• Binge drinking</li> <li>• Harm minimization</li> </ul>	<ul style="list-style-type: none"> <li>• Health (Physical, Sexual, Emotional)</li> <li>• Self Esteem</li> <li>• Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Testing</li> <li>• Fitness Development</li> <li>• Principles of Training</li> <li>• Sociology of Sport</li> </ul>
<p><b>Homework Requirements:</b></p> <p>Students are expected to complete tasks from their Student workbook* in their own exercise book as well as practise their physical skills and practical activities.</p> <p>*(Student to provide A5 64 page note book)</p>				
<p><b>Assessment Techniques:</b></p> <p>Students undergo practical assessment in all units (participation is mandatory in all units) involving testing of specific physical skills, use of strategies and knowledge of rules. Theory assessment is based on completion of student workbooks consisting of worksheets, experiments and assignments.</p>				
<p><b>Additional Information:</b></p> <p>Year 9 Health and Physical Education is an Outcome Based Course continuing from the Year 8 program. The students are given the opportunity to choose two elective units BUT must complete both compulsory units. In practical activities, students must wear the correct sport uniform, hat and sun cream.</p>				

## YEAR 9 SPORTS EXCELLENCE VOLLEYBALL/SPORTS EXCELLENCE TOUCH

### USER PAY COSTS: NIL

This course is designed for students with an interest in developing a good degree of expertise in either Volleyball or Touch. The Sports Excellence course will supplement the interschool sports program but entry to this course is **not** restricted to members of the interschool teams. This course is studied for 1 semester only.

COURSE OVERVIEW	
TERM ONE (OR THREE)	TERM TWO (OR FOUR)
<ul style="list-style-type: none"> <li>• Safety in Sport</li> <li>• Sports Psychology (Goal Setting)</li> <li>• Fitness Testing &amp; Evaluation</li> <li>• Human Relationships Education (Teenage Issues, Self Esteem, Conflict resolution)</li> <li>• Skills, Drills &amp; Game Play</li> <li>• Officiating and Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Anatomy (Body Systems – CD Program)</li> <li>• Fitness (Components – CD Program)</li> <li>• Skills, Drills &amp; Game Play</li> <li>• Event Management</li> <li>• Officiating and Rules</li> <li>• Beach Volleyball (Excursion for Volleyball Excellence class only)</li> </ul>
<p><b>Homework Requirements:</b></p> <p>Revision sheets, work books, fitness and skill training home/school</p>	
<p><b>Assessment Techniques:</b></p> <p>Written tests, student workbooks, assignments, research tasks from web, officiating and fitness assessments, practical skill and game assessment</p>	
<p><b>Additional Information:</b></p> <p>In Year 9, all students must do <b>ONE</b> of the <b>THREE</b> compulsory courses – they can choose <b>EITHER</b> Sports Excellence Volleyball OR Sports Excellence Touch OR Health and Physical Education. The Sports Excellence courses (Volleyball and Touch) reflect the Middle School philosophy by providing students with greater options for a more relevant education meeting their interests and needs. The Sports Excellence courses provide a strong foundation for students intending to choose Year 10/11/12 Physical Education, Recreational Pursuits or Health.</p>	

## YEAR 9 STUDY OF SOCIETY & THE ENVIRONMENT

**USER PAY COSTS: NIL**  
**SOSE EXCURSION COSTS: \$15**

The study of society & environment course is presented in 4 strands that will develop skills & knowledge that will enable students to study any of the Social Sciences offered in the senior school – Economics, Ancient History, Modern History, Geography. The course presents students with a range of interesting topics from the ancient world and contemporary issues confronting society today. These studies will enable students to grow towards becoming active and informed citizens.

COURSE OVERVIEW	
SEMESTER ONE	SEMESTER TWO
<p><u>SOSE UNITS SELECTED FROM:</u></p> <ul style="list-style-type: none"> <li>• THE MIDDLE AGES (ANCIENT HISTORY)</li> <li>• AUSTRALIAN GEOGRAPHY AND ENVIRONMENTS (GEOGRAPHY)</li> </ul>	<p><u>UNITS SELECTED FROM:</u></p> <ul style="list-style-type: none"> <li>• ECONOMY &amp; WORK (ECONOMICS)</li> <li>• ASIA PACIFIC REGION (MODERN HISTORY)</li> </ul>
<p><b>Homework Requirements:</b></p> <p>Set homework, preparation for assignments and exams.</p>	
<p><b>Assessment Techniques:</b></p> <p>Research assignments, oral presentation, response to stimulus exams and content tests.</p>	

**USER PAY COSTS: NIL**

In the middle school the English Faculty will be working within the QCAR framework where students will be demonstrating their understanding of the Essential Learnings.

Students use their imagination, creativity and world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities. They recognise how English relates to shared cultural understandings, and to local, national and global settings. They analyse and evaluate how texts position audiences to view people, characters, places, events, things, issues and ideas in particular ways and with particular implications and impacts. They evaluate how a variety of texts represent Aboriginal knowledges, peoples, cultures and events and Torres Strait Islander knowledges, peoples, cultures and events.

Students use the essential processes of **Ways of Working** to develop and demonstrate their **knowledge and understanding**. They individually and collaboratively interpret and construct texts by understanding and manipulating language elements to position the audience and suit their subject matter and purpose. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing and how they see themselves as users of English.

They reflect on their own and others' language choices to achieve particular purposes, and how they can apply their learning in future applications. Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs when interpreting and constructing texts.

Students demonstrate evidence of their learning over time in relation to knowledge and understanding, interpreting texts, constructing texts, appreciating texts and reflecting on texts.

<b>COURSE OVERVIEW</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
<ul style="list-style-type: none"> <li>• Novel Study</li> <li>• Cops, Spies and Private Eyes (Crime/Mystery Short Stories)</li> <li>• Movie Magic (Film Study)</li> </ul>	<ul style="list-style-type: none"> <li>• The Poetry of Music (Studying poetry through music)</li> <li>• Talking About My Generation (feature articles and contemporary issues)</li> </ul>
<p><b>Homework Requirement:</b>            Teachers will set specific tasks from our Middle School English Program. Students will also need to work on:</p> <ol style="list-style-type: none"> <li>1: Their general reading program and reading a class study text</li> <li>2: Preparatory work on forthcoming assignments</li> </ol>	
<p><b>Assessment Techniques:</b>            Students will be expected to demonstrate their understanding of the Essential Learnings through a range of techniques, both written and oral.</p>	

## YEAR 9 FRENCH/ITALIAN

### USER PAY COSTS: NIL

In Year 9 the study of French/Italian is an elective and the course is designed to provide students with the opportunity to develop second language learning skills. These skills will permit them to communicate factual information, deduct meaning in unfamiliar situations and respond appropriately and spontaneously, even humorously to authentic experiences. This course is a continuation of the Year 7, 8 course and students study French/Italian throughout the year.

It is now widely recognised that students become much more aware of their mother tongue, develop their thinking skills and their ability to make deductions based on the structures of a language, through second language learning.

The Year 9 course is part of a three-year program for Years 8, 9 and 10. It is designed to allow competency in the four macro-skills of listening, reading, speaking and writing. These skills will permit basic communication as well as developing positive attitudes to other languages and cultures and in particular, French/Italian speaking people and cultures.

COURSE OVERVIEW	
SEMESTER ONE	SEMESTER TWO
<ul style="list-style-type: none"><li>• Personal and Community Life</li><li>• Leisure and Recreation</li><li>• The Natural World</li><li>• The Imaginative World</li><li>• The International World</li></ul>	<ul style="list-style-type: none"><li>• Buy, Buy, Buy</li><li>• Healthy Eating</li><li>• The Importance of Water</li><li>• The house of my dreams</li><li>• Welcoming Tourists</li></ul>
<b>Homework Requirements:</b> Revision, learning vocabulary, reading, writing.	
<b>Assessment Techniques:</b> Across the macro-skills of listening, reading, speaking and writing.	

## YEAR 9 BUSINESS INFORMATION STUDIES

### USER PAY COSTS: NIL

This exciting subject contains focuses from the Business Education subject area planned to meet the needs and interests of students and school communities. It includes learning outcomes from different strands with the syllabus – Business and Economic Systems, Information Procedures, Enterprise and Ventures. This course would provide students with opportunities to develop a broad range of knowledge, practices and dispositions related to business.

COURSE OVERVIEW	
<b>Term 1:</b> <ul style="list-style-type: none"> <li>• Business Organisations, Business purposes, Business structure</li> <li>• Sources of information, forms of information</li> <li>• Information Management, (Accounting Procedures)</li> </ul>	<b>Term 2:</b> <ul style="list-style-type: none"> <li>• Nature of Enterprise, Impact of Enterprising Activity</li> <li>• Consumer Rights and Responsibilities</li> <li>• Personal Finance</li> </ul>
<b>Assessment Techniques:</b> Practical and Theoretical Tests, Practical Assignments	

## YEAR 9 BUSINESS INFORMATION PROCEDURES

### USER PAY COSTS: \$25

This subject focuses on Techniques to Manipulate Information. Students use information and communication technologies to generate, manipulate, store, present and access information in business contexts for different audiences. These contexts may include events management, media, entertainment, aerospace, etc.

**Management of information** – copyright, plagiarism, intellectual property, artificial intelligence, privacy, computer crime / fraud

**Information Management** – methods for organising information electronically

#### Techniques to Manipulate Information –

- Transmitting information – email, internet
- Transforming information – multimedia, word, powerpoint
- Processing information – databases, Excel
- Managing information – electronic file management
- Presenting information – web design, desktop publishing
- Equipment needed to manipulate information
- Health and safety issues when using specialised electronic equipment

COURSE OVERVIEW	
<b>Term 1</b> <b>Managing Information for Businesses:</b> <ul style="list-style-type: none"> <li>• File Management design</li> </ul> <b>Transforming Information appropriate to Business audiences:</b> <ul style="list-style-type: none"> <li>• Word Processing – letters, display, tables with manuscript signs, etc.</li> </ul>	<b>Term 2</b> <b>Designing and presenting Information in Business contexts:</b> <ul style="list-style-type: none"> <li>• Multimedia design</li> <li>• Desktop Publishing – display design – menus, advertisements, brochures, invitations etc</li> </ul>
<b>Assessment Techniques:</b> Practical Tests and Assignments, Formal Examinations	

## YEAR 9 JUNIOR INFORMATION TECHNOLOGY

### USER PAY COSTS: \$25

This subject offers students the exciting opportunity to explore a variety of computer applications. It will appeal to students who have a keen interest in learning about computer technology, who want to continually develop and expand their existing skills. The focus of the course is Multimedia and the use of graphics, video and sound combinations.

#### COURSE OVERVIEW

- Computer Systems - fundamentals
- Graphics, Digital cameras and scanners
- Desktop Publishing - design issues and implementation
- Web Page Authoring - design issues, site development, graphics and hyperlinks
- The Internet - Web searching
- Multimedia or Video Editing - using a multimedia development program which incorporates video, sound, graphics, and text
- File and Hardware Management

**Assessment Techniques:**  
Projects based assessment

## YEAR 9 – INDUSTRIAL WOOD TECHNOLOGY

**USER PAYS COST: \$40.00**

This course aims to provide students with the opportunity to develop a knowledge and appreciation of materials, equipment and industrial work methods.

### COURSE OVERVIEW

The following areas of study form integral components of the course:

- Wood Technology & Practices
- Wood Machining
- Plastics Technology

Methodology:

- Safety, Project Planning & Design Analysis
- Problem Solving

#### Homework Requirements:

Students will be expected to revise technology at various times during the course.

#### Assessment Techniques:

- Workshop skills
- Application of Design Analysis and Problem Solving Activities
- Technology exams

#### Additional Information:

**Safety:** Because of workshop safety requirements students must wear suitable protective equipment in accordance with the Workplace Health and Safety legislation

## YEAR 9 – INDUSTRIAL METAL TECHNOLOGY

**USER PAYS COST: \$30.00**

This course develops in students the ability to problem solve and acquire skills in an engineering environment through development of knowledge and appreciation of materials, equipment and industrial work methods.

### COURSE OVERVIEW

The following areas of study form integral components of the course:

- Metal/Engineering Technology & Practices
- Machining Principles
- Mechanics/Electronics

Methodology:

- Safety, Project Planning & Design Analysis
- Problem Solving

#### Homework Requirements:

Students will be expected to revise technology at various times during the course

#### Assessment Techniques:

- Workshop skills
- Design Analysis, Exams and Problem Solving Activities.

#### Additional Information:

**Safety:** Because of workshop safety requirements students must wear suitable protective equipment in accordance with the workplace health and safety legislation.

## YEAR 9 – INDUSTRIAL TECHNOLOGY & DESIGN

**USER PAYS COST: \$40.00**

This course aims to provide students with the opportunity to develop design fundamentals, a knowledge and appreciation of materials, equipment and industrial work methods.

### COURSE OVERVIEW

The following areas of study form integral components of the course:

- Wood Technology & Practices
- Wood Machining
- Plastics Technology

Methodology:

- Safety, Project Planning & Design Analysis
- Problem Solving
- Design Realisation

#### **Homework Requirements:**

Students will be expected to revise technology at various times during the course.

#### **Assessment Techniques:**

- Workshop skills
- Design Analysis and Problem Solving Activities
- Technology exams

#### **Additional Information:**

**Safety:** Because of workshop safety requirements students must wear suitable protective equipment in accordance with the Workplace Health and Safety legislation

**USER PAY COSTS: NIL**

Graphics is a course that provides an opportunity for boys and girls to gain an understanding of Graphical Communications through problem solving activities.

**COURSE OVERVIEW**

The course of study consists of introductory units, foundation studies and contextual units.

- Product design
- Business Graphics
- Built Environment

**Homework Requirements:**

Students will be required to complete assignment tasks at various times during the course.

**Assessment Techniques:**

- Class/Home Tests, Research, Design and Presentational Work, Semester Tests

**Additional Information:**

Students will require the following items

- 1 set Drawing instruments
- 1 pair no.8 Set Squares
- 1 2H Pencil
- 1 Eraser

**USER PAY COSTS: NIL**

This is a practical subject where students will develop skills linking knowledge to practical application in the field of food and health. Students will learn to make informed and responsible decisions related to health – teenage and future health.

<b>COURSE OVERVIEW</b>	
<b>Term 1</b>	<b>Term 2</b>
<ul style="list-style-type: none"> <li>• Safety/hygiene</li> <li>• Teenage nutrition/health – future health</li> <li>• Dietary guidelines/food selection models</li> <li>• Responsible food decisions</li> <li>• Foods for energy eg: pasta, rice, breads, noodles, cereals, vegetables, fruit</li> <li>• Practical skills eg: knife skills, wok cookery, microwave cookery, rice, pasta and noodle cookery</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy snacks</li> <li>• Bread (taste testing, nutritional value)</li> <li>• Food product analysis/food labelling</li> <li>• Practical skills eg: healthy snacks (muffins / Anzac slice / savoury scone scroll / healthy biscuits)</li> </ul> <p>(Recipe book provided with range of chores)</p>
<p><b>Additional Information:</b>                      Practical Cookery eg: Fried Rice, Pasta and Noodle Dishes, Macaroni Cheese, Stir Fries, Stuffed Vegetables, Vegetables (all cookery methods) Risotto, Zucchini Slice, Lamb Pilaf, Sandwiches (gourmet), Vegetable Slice, Frittata and Banana Cake.</p> <p>Students are required to bring ingredients, 2 tea towels, workplan and a container for prac cooking each week. Students require a plastic pocket folder plus plastic pocket to store recipe book/work plan.</p>	
<p><b>Assessment Techniques:</b>                      Written and Practical Test; Challenge Activity / Investigation task.</p>	

**USER PAY COSTS: \$5**

This is a practical subject where students will develop skills related to sewing/textiles and creative crafts. Students will learn to make informed and responsible decisions related to clothing and textiles.

<b>COURSE OVERVIEW</b>	
<b>Term 1</b>	<b>Term 2</b>
<ul style="list-style-type: none"> <li>• Use of sewing machine/overlocker – practical skills</li> <li>• Stretch/overlocker garments eg: tracksuit, boxer shorts, pyjamas, hooded sweatshirt, skirts, pants, board shorts.</li> <li>• Understanding patterns/fabrics/knit fabrics</li> </ul>	<ul style="list-style-type: none"> <li>• Design – personal clothing and fashion</li> <li>• Creative, textile crafts eg: duffle bag, wall hangings, cushions</li> <li>• Genesis fabric creations</li> <li>• Budget/fashion trends/consumer choice</li> </ul>
<p><b>Additional Information:</b>                      Students supply fabric for own garments. Students require sewing kit, scissors, pins, thread, unpicker, needles, Janome bobbin – all in a large container. 1 x A4 size lined 64 page journal book.</p>	
<p><b>Order of Assessment</b></p> <ol style="list-style-type: none"> <li>1. Samplers</li> <li>2. Cushion Cover (fabric insert &amp; trims supplied by from home)</li> <li>3. Shorts for orphaned overseas children (requirements supplied by school)</li> <li>4. Shoulder Bag</li> <li>5. Simple skirt, P.J.'s, dress etc. (requirements – pattern, fabric, etc., supplied by student).</li> </ol>	
<p><b>Assessment Techniques:</b>                      Practical Tests; Design Challenge, Design, make and appraise journal.</p>	

## YEAR 9 MATHEMATICS / SCIENCE

### USER PAY COSTS: NIL

**\$4.50 (Negotiable entry) – Australian Maths Competition**

**\$6.00 (Negotiable entry) – ICAS University of NSW Maths Competition**

The Year 9 course is a continuation of the Year 8 courses with the ongoing development of learning processes and learning outcomes.

COURSE OVERVIEW	
Semester 1	Semester 2
<b>MATHS</b>	
<ul style="list-style-type: none"> <li>• Number</li> <li>• Patterns and Algebra</li> <li>• Measurement</li> <li>• Problem Solving using Algebra and Number</li> </ul>	<ul style="list-style-type: none"> <li>• Geometry in up to Two Dimensions.</li> <li>• Length and Area</li> <li>• Trigonometry and Triangular Relationships</li> <li>• Probability and Using Data</li> </ul>
<b>SCIENCE</b>	
1. Wheels and Wings – covers simple machines, speed and acceleration and looks at physical and chemical change from a movement perspective. 2. Life and Living – human physiology including the reproductive systems and genetics. 3. Earth and Beyond – covers the Earth's structure, volcanoes and earthquakes, rock types and Earth's position in space.	3. Earth and Beyond – covers the Earth's structure, volcanoes and earthquakes, rock types and Earth's position in space. 4. Energy and Our World – covers sources and movement of heat/energy and how these relate to global warming. The earth's resources – natural and processed are also examined.
<p><b>Homework Requirements:</b></p> <p>Students will be required to complete weekly Maths homework sheets as well as daily class work and investigations. You should expect your child to have on average 15 minutes of homework for each subject three nights a week.</p>	
<p><b>Additional Information:</b></p> <p>All students should have the following equipment for all lessons.</p> <ul style="list-style-type: none"> <li>• Scientific Calculator TI30X11B model available from the school canteen at a cost of approximately \$27.50.</li> <li>• Exercise book (one for each subject)</li> <li>• Pens, pencil, ruler, protractor, and drawing compass.</li> </ul>	
<p><b>Assessment Techniques:</b></p> <p>Students will be assessed using a variety of techniques, including written tests, assignments, computer projects and laboratory reports.</p>	

## YEAR 9 SPORT

### USER PAYS COSTS: NIL

The main purpose of Sport for 2010 is to ensure maximum participation, enjoyment and involvement in the continuation of sport from primary level. Our Sports Department offers well structured interschool competitions.

Students are to acknowledge that if selected as School Age Champion or at Regional, State or National levels participation is compulsory.

Term 1	Term 2
<p>The Interhouse Swimming Carnival is usually conducted in Week 2 at the Central Park Pool Complex. All areas of the complex are utilized and all strokes covered.</p> <p>Age Champions are determined and a school team is selected to compete at the Zone Carnival. Individuals are selected at the Zone Carnival to contest Regional, State, and National level.</p> <p>Non - competitive swimming is also catered for.</p>	<p>The Interhouse Cross Country competition is held in May, students compete within their age group, boys and girls separately. Age champions are determined and a school team of six (6) students per age group is selected to compete at the Regional Carnival. Individual placing at the Regional Carnival determine State and National representation.</p> <p>Summer Interschool sport against Beerwah, Maleny, Kawana, Maroochydore, Siena, Meridan, Chancellor, Unity and Mountain Creek was introduced in 1996 and has proved to be very popular.</p> <p>Sports played include: AFL, Rugby League, soccer, Volleyball, Touch, Netball... Year 8 and Year 9 students compete on Wednesdays.</p>
Term 3	Term 4
<p>Athletics begins with a special Year 9 Athletics Day where all Year 9's participate in their Physical Education class. This competition is a prelude to the main Interhouse carnival for the whole school. As in Swimming and Cross-Country, athletes are then selected for the school team to contest Zone, Regional, State and National levels.</p> <p>Winter Interschool Sport fixtures begin at the end of term and are conducted in these sports in Year 9:</p> <p>Boys Rugby League, Boys and Girls Soccer, Girls Netball, Girls Touch, Boys AFL, Boys and Girls Basketball.</p>	<p>The Sports Awards Ceremony is recognition for our Sportsmen and Sportswomen and is held at the Student Centre. Awards are made to those who represent our school in sport with special acknowledgment of our Age Champions and Regional, State and National representatives</p>

## FNM-PR-018: TEXTBOOK AND RESOURCE SCHEME

Parents are responsible for providing textbooks and other resources for their children attending school. Schools offer a textbook and resource scheme to reduce the cost to the parent of educational resources.

### Statement of Intent

Parents/carers are directly responsible for providing textbooks and other resources for their children while attending school. A textbook and resource scheme enables parents to contract with schools for the temporary use of textbooks and other equipment and to purchase consumables and materials for their children in return for a specified fee. It is designed to reduce the costs of supplying textbooks and other resources to parents through bulk purchasing and as such is not considered to be a deterrent for students enrolling at a particular school or choosing particular subjects.

Participation in a scheme is voluntary. However, if parents choose to join the scheme a fee will be charged.

The textbook and resource scheme can include textbooks and/or educational resources provided by schools, that if not provided through the scheme would have to be purchased by the parent, for example, photocopies of workbooks.

The textbook and resource scheme does not include:

- voluntary contributions to supplement the instruction, administration and facilities provided at the school; and
- school activities, such as school excursions, camps, formals and semi-formals.

Before a student can be considered for any of the above school activities, a parent who has joined the scheme is expected to have:

- fully paid the textbook and resource fees; or
- paid the textbook and resource fees up to and including the term in which the school activity takes place; or
- have made regular on-going payments towards the textbook and resource fees, as previously arranged with the school principal.

A parent who does not wish to contribute to the scheme is responsible for providing the student with necessary items and covers the cost of activities for engaging in the curriculum.

The school and the parents share decision-making and responsibility for the textbook and resource scheme.

More information can be obtained from the Caloundra State High School Co-operative Hire Scheme Consent form.

### Relevant legislation and policy

#### Legislation and/or regulations

- [Education \(General Provisions\) Act 2006](#)  (new window)  Chapter 3 Cost of providing State
- education, Sections 50, 51, 55, 56
- <http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>

### Related procedures

- [FNM-PR-010: Financial Practices in Schools and Other Education Centres](#)
- [/strategic/eppr/finance/fnmpr010/](#)
- [LGS-PR-006: Decision-making and Responding to a Request for Reasons for a Decision](#)
- [/strategic/eppr/legal/lgspr006/](#)
- [LGS-PR-005: Trade Practices](#) [/strategic/eppr/legal/lgspr005/](#)
- [FNM-PR-008: Textbook and Resource Allowance](#) [/strategic/eppr/finance/fnmpr008/](#)

## EDUCATION TAX REFUND – INFORMATION

The Education Tax Refund allows parents to claim up to 50% of eligible education expenses for school children. If you are eligible, you can get back up to \$375 for each primary student and up to \$750 for each secondary student.

Parents can claim things like text books, stationery and even internet costs. It is necessary to keep all receipts for expenses to enable a tax claim.

If parents receive Family Tax Benefit Part A for a student at primary or secondary school, you will be eligible. Some other people are eligible too. To find out more about this and other information such as what you can and can't claim go to [www.australia.gov.au/educationtaxrefund](http://www.australia.gov.au/educationtaxrefund) or call the Tax Office on 13 28 61.

How do I claim for the Education Tax Refund?

- In your tax return
- If you don't lodge a tax return, claim on a separate form or over the phone
- If you use a tax agent, make sure you ask them to claim for you

Please see "School Chart of Charges" on the next page.

**School Chart of Charges**  
(Explained for Tax Claim Apportionment)

<i>SUBJECT</i> Yr 9 & Yr 10 subjects are Semester Subjects Yr 11 & Yr 12 subjects are Full Year Subjects	<i>FEE</i>	<i>HIRE</i>	<i>LEARNING MATERIALS</i>	<i>STATIONERY</i>	<i>CONSUMABLES</i>	<i>SUBJECT</i> Yr 9 & Yr 10 subjects are Semester Subjects Yr 11 & Yr 12 subjects are Full Year Subjects	<i>FEE</i>	<i>HIRE</i>	<i>LEARNING MATERIALS</i>	<i>STATIONERY</i>	<i>CONSUMABLES</i>
<b>CORES</b>						<b>BUSINESS &amp; I.T.</b>					
Years 8, 9 & 10	\$210	100	90		20	Yr 9 Business Information Procedures <b>BIP</b>	\$25		15	10	
Years 11 /12 Exchange/ Mature Age	\$170	85	85			Yr 9 Junior Information Technology <b>JIT</b>	\$25		15	10	
						Yr 10 Foundation for Business (Business Communication & Technology) <b>FBT</b>	\$25		15	10	
Year 11/12 Maths – each subject	\$10				10	Yr 10 Foundation for ITS & ICT <b>FIT</b>	\$25		15	10	
Year 11/12 Science – each subject	\$10	10				Yr 10 Foundation for IPT <b>FIP</b>	\$25		15	10	
Year 11/12 SOSE – each subject	\$10	10				Yr 11/12 <b>BCT, IPT, ITS, ICT</b>	\$50ea		40	10	
Year 11/12 LOTE – each subject	\$10	10				Yr 11/12 Legal Studies <b>LST</b>	\$25		25		
<b>THE ARTS</b>						<b>MARINE STUDIES</b>					
Yr 10 Foundation for Senior Art <b>FAR</b>	\$25		5	10	10	Yr 11/12 Marine Studies <b>MAR</b>	\$70	30	25	3	12
Yr 11/12 Art <b>ART</b> (choose 1 only)	\$75		40	15	20	Marine & Aquatic Practices <b>MAP</b>	\$100	30	55	3	12
Strand A (Art & Graphic Design)	\$75		50	10	15	Yr 11	\$100	30	52	3	15
Strand B (Fine Art)						Yr 12	\$100	30	52	3	15
Yr 11/12 Dance <b>DNC</b>	\$30		20		10	<b>INDUSTRIAL TECHNOLOGY &amp; DESIGN</b>					
						Yr 9 Wood Technology <b>IDA</b>	\$40	15	10		15
Yr 11/12 Drama <b>DRA</b>	\$30		20		10	Yr 9 Metal Technology <b>IDB</b>	\$30	10	10		10
Yr 11/12 Music <b>MUS</b>	\$35		25		10	Yr 9 Industrial Technology & Design	\$40	15	10		15
Yr 11/12 Creative Arts - Multi-Arts <b>CAM</b>	\$30		20		10	Yr 10 Foundation for Senior Furnishing <b>FFN</b>	\$40	19	15		6
Yr 11/12 Creative Arts Dance <b>CDN</b>	\$30		20		10	Yr 10 Foundation for Senior Technology Studies <b>FTS</b>	\$40	19	15		6
Yr 11/12 Creative Arts - Visual Arts <b>CAV</b>	\$55		15	20	20	Yr 10 Foundation for Senior Engineering <b>FEG</b>	\$30	13	10		7
						Yr 11/12 Furnishing <b>ISC</b>	\$100	30	30		40
						Yr 11/12 Engineering <b>ISB</b>	\$100	30	30		40
<b>HEALTH &amp; PHYSICAL EDUCATION</b>											
Yr 11/12 Recreational Pursuits - (Strand B) <b>PRB</b>	\$90	60	20	5	5	Yr 11 Technology Studies <b>TEC</b>	\$100	30	30		40
						Yr 12 Technology Studies <b>TEC</b>	\$50	30	10		10
Yr 11/12 Recreational Pursuits- Excellence in Surfboard Riding <b>PRS</b>	\$270		245	10	15	Yr 11/12 Computer Aided Drafting <b>ISF</b>	\$50		40	10	
						<b>STAND ALONE VET - YEAR 11 &amp; 12</b>					
						Business Studies Cert 2 <b>BCA</b>	\$50		40	10	
<b>HOME ECONOMICS</b>											
						Hospitality Practices Strand C <b>11HPC</b>	\$45		25		20
						<b>12 HPC</b> (Certificate 1)	\$40		40		
Yr 9 Creative Textiles <b>CTX</b>	\$5				5	Work Ethics (Yr 12 only) <b>WET</b>	\$30		15	15	
Yr 10 Foundation for Home Economics (Food & Nutrition) <b>FHE</b>	\$20		5		15	Cert 1 Work Education (Yr 10) <b>WED</b>	\$10		5	5	
Yr 10 Foundation for Home Economics (Sewing & Textiles) <b>FST</b>	\$10		5		5	<b>OTHER</b>					
Yr 10 Foundation for Hospitality <b>FHL</b>	\$25	5	5		15	Yr 10 Foundation for Aerospace Studies <b>FAS</b>	\$50		10		40
Yr 10 Foundation for Early Childhood <b>FEC</b>	\$10	5	5			Yr 11 or 12 Aerospace Studies <b>AST</b>	\$100		50		50
Yr 11/12 Hospitality Practices – B <b>HPB</b>	\$45	20	20		5						