

GYMPIE STATE HIGH SCHOOL



Junior Secondary PROSPECTUS

2019

Resilience, Diversity, Success, Tradition

Gold from the school as well as the mines



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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 where positive relationships are the foundation for achievement of everyone's personal best in all aspects of school life.

Our school provides the broadest range 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 the best they can.

Our Specialised School of Excellence (SSOE) in Maths and Science is designed to extend gifted and talented Junior Secondary students across core subjects with an integrated and challenging curriculum. It is an example of how we cater for diversity. This is enhanced by our commitment to traditional literacy and numeracy skills which is reflected in our customised English and Mathematics programs for Junior Secondary, based on specialised testing conducted by our highly trained teaching team.

Our students have the opportunity to take advantage of an extensive range of subjects which are regularly being adapted to reflect dynamic 21st 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, Marine and Aquatic Practices and Rural Excellence Programs. We also have a long and proud tradition in music instruction and performance, which is reflected in the school being a 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 success continue well into the future.

ANTHONY LANSKEY
Principal

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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.

The school motto was devised in 1912.

E Collegio Metallesque Aurum

Gold from the school as well as the mines

Our values are

Resilience, Diversity, Success, Tradition

Our Expectations are

At Gympie State High we are:

- ★ Respectful
- ★ Responsible
- ★ Safe
- ★ Learners

Gold from the school as well as the mines



SCHOOL MAP



MAP KEY

A Dance/Drama	M Industrial Technology & Design	Junior School Only Area	Evacuation Points	Tuck Shop
AG Agriculture	N The Arts	Student Services	Staff Parking Only	Female & Male Restrooms
DWAN Dental Van	STEM Science, Technology, Engineering, Mechanics	Senior School Only Area	Disabled Parking	Female Restrooms
F CMSCOE	SW Swimming Amenities	LPP Only Area	Visitor Parking	Male Restrooms
G Multimedia	S Year 7 Building	School paths & Seating Areas	Ambulance Zone	Disabled Restrooms
H Home Ec	Classrooms	Roads	First Aid	Pedestrian Crossing
J Science	Sports/Tennis Courts	Council Footpath	Amputee	Rugby Oval
K Marine	Sports Oval		Staff Only Sheds	
LPP Learning Partnership Program	Grassed Areas / Gardens			



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JUNIOR SECONDARY



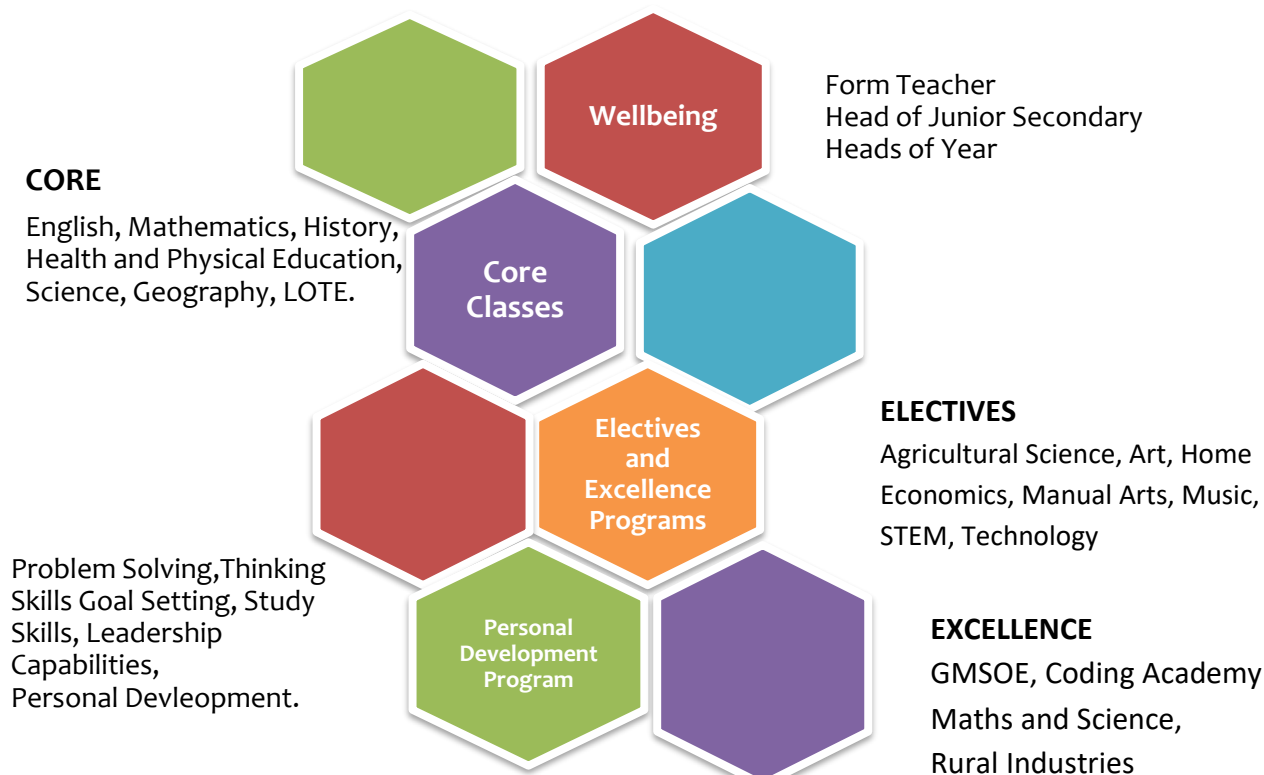
INTRODUCTION

Encompassing Years 7, 8 & 9, Junior Secondary at Gympie State High School (GSHS) is focussed on Engaging Personal Best. Each student is 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



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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 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 classes with different class compositions and teachers, supporting our commitment to attending 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

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PARENTAL SUPPORT



Parents are encouraged to be involved in student achievement as much as possible and this is supported through the use of Junior Secondary 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 issued to students at the commencement of each term and available on the school's website.

DAILY LESSON TIMES

Monday	Tuesday	Wednesday	Thursday	Friday
Form 8:45am-8:55am	Form 8:45am-8:55am	Form 8:45am-8:55am	Form 8:45am-8:55am	Form 8:45am-8:55am
1 9:00am-10:10am	1 9:00am-10:10am	1 9:00am-10:10am	1 9:00am-10:10am	1 9:00am-10:10am
BREAK 1 10:10am-10:40am	BREAK 1 10:10am-10:40am	BREAK 1 10:10am-10:40am	BREAK 1 10:10am-10:40am	BREAK 1 10:10am-10:40am
2 10:40am-11:50am	2 10:40am-11:50am	2 10:40am-11:50am	2 10:40am-11:50am	2 10:40am-11:50am
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BREAK 3 1:40pm-1:50pm	BREAK 3 1:40pm-1:50pm	BREAK 3 1:40pm-1:50pm	BREAK 3 1:40pm-1:50pm	BREAK 3 1:40pm-1:50pm
4 1:50pm-3:00pm	4 1:50pm-3:00pm	4 1:50pm-3:00pm	4 1:50pm-3:00pm	4 1:50pm-3:00pm



LEARNING PARTNERSHIPS PROGRAM



The Learning Partnerships Program (LPP) is a quality assured educational program that supports young people with a verified disability to develop socially, emotionally and practically to become independent thinkers, communicators and problem solvers. The core focus of the LPP in the Junior Phase of Learning is to support students to develop the necessary skills and confidence to transition into the Senior Phase of Learning articulating into quality employment post schooling. Students' will develop the ability to access and give service as members of the community.

For the purpose of identification disability includes a health related condition, learning difficulty or impairment that requires significant education adjustments to meet educational needs. (Disability Standards for Education, 2005, p. 7).

The label of difference identifies students as one of six or more categories for the purpose of verification in the Education Adjustment Program in Queensland (DETE, 2014). While the six categories recognise Autism Spectrum Disorder (ASD), Hearing Impairment (HI), Intellectual Disability (ID), Physical Impairment (PI), Speech-Language Impairment (SLI) and Vision Impairment (VI) others remain outside the parameters.

Once a student is verified with a disability it is recorded in AIMS (Adjustment Information Management System) located in OneSchool. Students are then assigned a Case Manager who has the prime responsibility to oversee that each individual student is accessing appropriate curriculum and that adjustments and/or modifications are provided.

The subjects/programs and assessment are a consultative process between the class teacher, LPP staff, parents and the students. A number of alternate programs are also offered including the Horticultural Garden, Wegner's Café and ASDAN for senior students.

Differentiating Pedagogy and Assessment

- **Adjustment** – where pedagogy and assessment is moderately adjusted to assist in the students' understanding of what is required regarding curriculum, pedagogy and assessment. For assessment the task and criteria are the same as mainstream. Adjustments as required, are made for students with disability.
- **Modification** – where pedagogy and assessment is assessed at a different level from mainstream tasks. The assessment task and criteria will differ from the mainstream tasks (i.e. assessed at a more appropriate year level juncture). Modification for SWD students should only happen if the student has an Individual Curriculum Plan (ICP) endorsed by their parent/caregiver.



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KA'BI PLACE - STUDENT SUPPORT SERVICES YOUTH SUPPORT



The Ka'bi Place Indigenous Support Team provides student centred assistance to students and their families. We endeavour to establish and maintain good working relationships with students, parents, carers and the community.

Ka'bi Place is testament to our commitment to provide an inclusive school community. Although our core business is to support our Aboriginal and Torres Strait Islanders students, we support all students in a range of ways to ensure student learning is positive and supportive whilst attending Gympie State High School.

Ka'bi Place offers a range of culturally appropriate programs for all year level students such as:

- Crossing Cultures Programs
- Deadly Young Persons Program
- Murri Futures
- Youth Employment Program
- Ka'bi Homework Club
- Cultural Camp



JUNIOR SECONDARY – YEARS 7 & 8



Year 7/8 Curriculum is made up of Core and Elective Programs

Core	Electives	Excellence
<ul style="list-style-type: none"> English Health and Physical Education Humanities (<i>History and Geography</i>) Languages other than English (LOTE) Japanese Learning Enhancement Program Mathematics Science Wellbeing 	<ul style="list-style-type: none"> Agricultural Art Home Economics Manual Arts STEM (<i>Science, Technology, Engineering, Mathematics</i>) Music Science Technology 	<p>By application</p> <ul style="list-style-type: none"> Scholarship Program Sport Academy (<i>Rugby League, Futsal & Volley Ball</i>) Specialised School of Excellence - Maths and Science

Year 9 Curriculum is made up of Core and Elective Programs

Core	Electives	Excellence
<ul style="list-style-type: none"> English Health and Physical Education Humanities (<i>History</i>) Learning Enhancement Program Mathematics Science Wellbeing 	<ul style="list-style-type: none"> Agricultural Practices Agricultural Science Business Technology Digital Technology Food Technology Graphics Youth Action Program - YAP Industrial Technology - A Industrial Technology - B Japanese Music STEM The Arts 	<p>By application</p> <ul style="list-style-type: none"> Sport Academy (<i>Rugby League, Futsal & Volley Ball</i>) Specialised School of Excellence - Maths and Science

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 Other than English (LOTE).

ELECTIVES

All Year 7/8 students will rotate through 8 electives over 2 years (1 per term) to provide an opportunity 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.



POSITIVE EDUCATION

Creating flourishing students, staff and schools



Our Vision...

“Gympie State High School is a learning community that grows young people of integrity, compassion and wisdom who honour our past and build our future.”

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 made the decision that Positive Education and Wellbeing for our whole school is the focus and future direction for improving Mental Health and Wellbeing at Gympie High. 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 your wellbeing and to be happier.

Gympie High incorporates Positive Education through a focus lesson each Monday through the embedding into our curriculum of positive psychology, including Character Strengths, mindfulness and mindsets. Positive communication is relayed through our newsletters, planners, face book and everyday school interactions. We have made the commitment to have two positive education mentors who align positive education with the curriculum and provide programs for our students and staff.

Positive Education at Gympie High also encompasses our parents and the broader community. Weekly Positive Wellbeing tips are provided in our newsletters, 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.

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LEARNING ENHANCEMENT PROGRAM (LEP) – YEAR 8



The Learning Enhancement Program has been developed to engage Year 8 students in a variety of innovative high interest programs led by an expert teaching team. Students may choose from one of Gympie State High School's Programs of Excellence or rotate through four 10 week programs.

GMSOE



This program has been designed for musically interested students who would like to perform regularly in public and at school functions. Guitar, bass guitar, keyboard, ukulele, drum kit and vocals are the main instruments. It would be beneficial if students had some musical expertise.

Year 8 Sports Academy



The Year 8 Sports Academy allows students to gain access to quality coaching and learning experiences in a specialised sport. It will coincide alongside the Senior Sporting Academies which will allow for high skill development and individualised peer coaching. Students are able to specialise in the following sports:

Semester One	Semester Two
Futsal Volleyball Rugby League Tennis Fitness	Touch Football Volleyball Hockey Netball Fitness

College of Coding



The Online College of Coding develops confidence and competence through a 'game based' learning environment that motivates and challenges students. This course is designed for computer lovers and all things related to computer games. Students will learn to create their own computer apps, starting with coding computer games. Students do not need to have any experience with coding to be involved in this course.

RISE



The Rural Industries School of Excellence program provides students with the opportunity to be immersed in the fields of agriculture, horticulture and animal husbandry. Students will learn how to prepare and handle cattle.

The four 10 week rotations include:

- Hospitality
- The Arts – Visual Arts
- The Arts- Dance/Drama
- Essential Business

PROGRAMS OF EXCELLENCE



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.



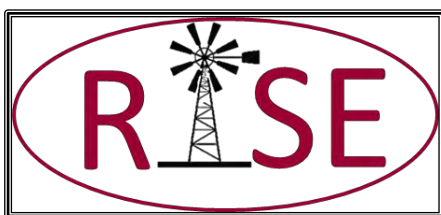
SPECIALISED SCHOOL OF EXCELLENCE IN MATHS & SCIENCE

Gympie State High School's *Specialised School of Excellence for Maths and Science* is a quality assured, vertically integrated 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.



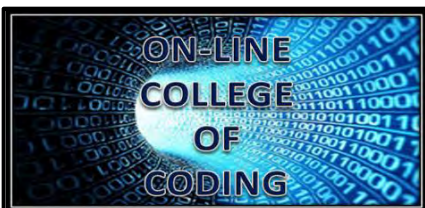
GYMPIE MUSIC SCHOOL OF EXCELLENCE

The *Gympie Music School of Excellence* is a new program at Gympie State High School that is encompassing of all 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 foremost will provide students with guidance during the rehearsal stage, developing students' playing or 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.



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 membership to the Gympie State High School Cattle Show Team and Equestrian Team.



ON-LINE COLLEGE OF CODING

At the GSHS Online College of Coding students engage with age appropriate, ACARA aligned courses of instruction, leading them from elemental introductory computer coding concepts all the way through to creating complete software. At Gympie High we make coding engaging and fun, bringing coding out of the realm of engineers and scientists and into the reach of EVERY student. The programming concepts and projects delivered by the GSHS Online College of Coding involve students learning coding through the problem solving associated with game development project work.

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CORE SUBJECTS Year 7

CORE SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH LPP Modified ICP	<p>Unit 1: Ours and others' lives Duration: 10 weeks Assessment: Written Reflective: memoir</p>	<p>Unit 2: Love 'em or hate 'em? Duration: 10 weeks Assessment: Persuasive spoken (based on novel study)</p>	<p>Unit 3: Examining Australian literature Duration: 10 weeks Assessment: Written Imaginative</p>	<p>Unit 4: Shaping society through song Duration: 10 weeks Assessment: Expository Multimodal</p>
MATHS	<p>Unit 1: Not a Drop to Drink! Duration: 10 weeks Assessment: Supervised Test, Assignment</p>	<p>Unit 2: Faster, Further, Higher... Duration: 10 weeks Assessment: 2x Supervised Test</p>	<p>Unit 3: The Perfect Pattern! Duration: 10 weeks Assessment: Supervised Test and Assignment</p>	<p>Unit 4: What are the odds? Duration: 10 weeks Assessment: Supervised Test and Assignment</p>
MATHS LPP Modified ICP	<p>Unit 1: Number & place value</p> <ul style="list-style-type: none"> • Fractions and decimals • Data representation <p>Duration: 5 weeks Assessment: Class Test</p> <p>Unit 2: Number & place value</p> <ul style="list-style-type: none"> • Chance • Fractions • Units of measurement <p>Duration: 5 weeks Assessment: Class Test</p>	<p>Unit 3: Number & place value</p> <ul style="list-style-type: none"> • Fractions and decimals • Location transformation • Shape <p>Duration: 5 weeks Assessment: Class Test</p> <p>Unit 4: Geometry</p> <ul style="list-style-type: none"> • Location & transformation • Number & place value • Patterns and algebra • Data representation <p>Duration: 5 weeks Assessment: Class Test</p>	<p>Unit 5: Money & financial</p> <ul style="list-style-type: none"> • Location & transformation • Number & place value <p>Duration: 5 weeks Assessment: Folio and test</p> <p>Unit 6: Measurement</p> <ul style="list-style-type: none"> • Fractions and decimals • Patterns and algebra • Number & place value <p>Duration: 5 weeks Assessment: Class Test</p>	<p>Unit 7: Chance</p> <ul style="list-style-type: none"> • Data representation • Measurement • Number & place value <p>Duration: 5 weeks Assessment: Folio</p> <p>Unit 8: Money & finances</p> <ul style="list-style-type: none"> • Geometry • Location & transformation • Fractions & decimals • Number & place value <p>Duration: 5 weeks Assessment: Class Test</p>

SCIENCE	CHEMICAL SCIENCES Unit 1: Water — waste not, want not Duration: 7 weeks Assessment: Separating Mixtures - Scientific Report		PHYSICAL SCIENCES Unit 3: Moving right along — exploring motion Duration: 7 weeks Assessment: Supervised Exam		EARTH AND SPACE SCIENCE Unit 5: Solid as a Rock Duration: 5 weeks Assessment: Supervised Exam EARTH AND SPACE SCIENCE Unit 6: Heavenly bodies Duration: 5 weeks Assessment: Supervised Exam		BIOLOGICAL SCIENCES Unit 7: Organising organisms Duration: 5 weeks Assessment: Extended Scientific Investigation - Scientific Report	
	LPP Modified Assessment EARTH SCIENCES Unit 2: Water — waste not, want not (continued) Duration: 3 weeks Assessment: Field Trip Data Collection - Scientific Report		PHYSICAL SCIENCES Unit 4: Moving right along — applications in real systems Duration: 3 weeks Assessment: Supervised Exam				BIOLOGICAL SCIENCES Unit 8: Affecting organisms Duration: 5 weeks Assessment: Supervised Exam	
HUMANITIES History Geography	History Unit 1: History's Mysteries Duration: 7 weeks Assessment: Group Inquiry – Research Booklet		History Unit 2: Ancient Cultures Duration: 12 weeks Assessment – Research Speech		Geography Unit 1: Place and Liveability Duration: 10 weeks Assessment: Content test, Decision-making task		Geography Unit 2: Water in the World Duration: 10 weeks Assessment: Content test	
LPP Modified Assessment								
HPE Theory	Unit 1: Sink or Swim Duration: 10 weeks Assessment: Extended Writing Test – Analytical Exposition		Unit 2: Human Relationship Education Duration: 10 weeks Assessment: Written Assignment - Essay		Unit 3: Health Related Fitness Duration: 10 weeks Assessment: Written Assignment – Report		Unit 4: Risky Decision Making Duration: 8 weeks Assessment: Written Assignment – Advertisement	
LPP Modified Assessment								
Practical	Unit 1: Swimming Duration: 5 weeks Assessment: Practical performance	Unit 2: Climbing Duration: 5 weeks Assessment: Practical performance	Unit 3: Indigenous Games Duration: 5 weeks Assessment: Practical performance	Unit 4: Athletics Duration: 5 weeks Assessment: Practical performance	Unit 5: Direct Interceptive Duration: 5 weeks Assessment: Practical performance	Unit 6: Indirect Interceptive Duration: 5 weeks Assessment: Practical performance	Unit 7: Direct Interceptive Duration: 5 weeks Assessment: Practical performance	Unit 8: Swimming/Climbing Duration: 3 weeks Assessment: Practical performance
LOTE (Japanese)	Unit 1: Personal Identifications Duration: 5 weeks Assessment: Speaking task	Unit 2: Family and Friends Duration: 4 weeks Assessment: Reading exam	Unit 3: In the classroom Duration: 6 weeks Assessment: Listening exam	Units 1-3 recap (Including hiragana) Duration: 3 weeks Assessment: Writing task	Unit 4: Daily routines Duration: 4 Weeks Assessment: Writing exam	Unit 5: Fashion Duration: 5 Weeks Assessment: Listening exam	Unit 6: Weather Duration: 4 weeks Assessment: Speaking task	Units 4-6 recap (Including hiragana) Duration: 4 weeks Assessment: Reading exam

Modified LOTE Cultural Literacy & FLI			Unit 1: Japanese houses and customs Duration: 9 Weeks Assessment: Brochure	Unit 2: Japanese culture Duration: 9 Weeks Assessment: FAQs poster and presentation
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Elective Subjects Year 7
(Elective subjects studied for one term)
 Students rotate through a different elective each term

DIGITAL TECHNOLOGY	VISUAL ART	AGRICULTURE	STEM
Unit 1: How does that work? Duration: 2 weeks Assessment: Powerpoint / Poster Unit 2: Game ON !! Duration: 8 weeks Assessment: Practical coding project to create multi-level maze game using Game maker	Unit 1: Alien Worlds Duration: 5 Weeks Assessment: Portfolio of design work, Sculpture Unit 2: Fractured Fairy Tales Duration: 5 weeks Assessment: Role play/script	Unit 1: Introduction to Agriculture <ul style="list-style-type: none"> • Workplace Health & Safety • Poultry • Large Animals • Horticultural crops Duration: 10 weeks Assessment: Supervised Written Review, Practical Review of Skills	Unit 1: Engineering Design (Forces and Motion): Catapults Duration: 5 weeks Assessment: Scientific Report Unit 2: Engineering Design (Forces and Motion): Mouse Trap Racers Duration: 5 weeks Assessment : Scientific Report

CORE SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH LPP Modified to ICP	Unit 1: <i>Playing with texts</i> Duration: 10 weeks Assessment : Written – Imaginative: fractured fairy tale	Unit 2: <i>Short Entertainment</i> Duration: 10 weeks Assessment: Expository Spoken	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>Number (6)</i> <ul style="list-style-type: none"> Integers 4 operations with rational numbers Scientific notation Duration: 5 weeks Assessment: Class Test: Integers Real Numbers Class Work Folio Unit 2: <i>Number (4)</i> Ratio and rates Coordinate Geometry Plotting data Plotting Number patterns Duration: 5 weeks Assessment: Assign: Number Ratio, Rates, Coordinate Geometry	Unit 3: <i>Number(2) Chance (2)</i> Duration: 5 weeks Assessment: Assignment Percentage and Chance Class Folio: Unit 4: <i>Algebra(6)</i> <ul style="list-style-type: none"> Collecting terms HCF Expanding Factorising Simplifying Duration: 5 weeks Assessment: Class test: Algebra 1 Class Folio	Unit 5: <i>Geometry(2) Measure(4)</i> <ul style="list-style-type: none"> Unit conversions Perimeter/Area Duration: 5 weeks Assessment: Class Test: Geometry and Measure 1 Class Folio: Unit 6: <i>Data (4)</i> Sampling Constructing and comparing Calculating means Outliers and their effects Duration: 5 weeks Assessment: Assign: Statistics Class Folio	Unit 7: <i>Algebra(4)</i> <ul style="list-style-type: none"> Coordinate Geometry Duration: 5 weeks Assessment: Hall Test: Algebra 2 & Coordinate Geometry Class Folio Unit 8: <i>Measure (3)</i> <ul style="list-style-type: none"> Geometry(1) Duration: 5 weeks Assessment: Assign: Measure 2, Volume & Capacity + Transformations Class Folio
MATHS LPP 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> <ul style="list-style-type: none"> Measure Geometric Reasoning Duration: 5 weeks Assessment: Class Test	Unit 7: <i>Chance</i> <ul style="list-style-type: none"> Data Algebra Duration: 5 weeks Assessment: Assignment Unit 8: <i>Data</i> <ul style="list-style-type: none"> Fractions Geometric Location Duration: 5 weeks Assessment: Class test

SCIENCE Modified Assessment	Unit 1: The Magic of Science! Duration: 5 weeks Assessment: Practical skills assessment		Unit 3: Energy and Heat Duration: 5 weeks Assessment: Written review, Scientific Report		Unit 5: Chemical Sciences – Carbon Chemistry Assessments: Experimental Investigation – Scientific report		Unit 7: Biological Sciences – Cell Biology Duration: 5 weeks Assessment: Supervised Practical review of skills	
	Unit 2: Particle Theory Duration: 5 Weeks Assessment: Scientific Report, Supervised Written review		Unit 4: Atomic Theory Duration: 5 weeks Assessment: Supervised written review		Unit 6: Physical sciences – Energy Alternatives Duration: 5 weeks Assessment: Research Assignment – extended written response		Unit 8: Biological Sciences – The Human Body Duration: 5 weeks Assessment: Poster game – short written response	
HUMANITIES History/ Geography LPP Modified Assessment	History Unit 1: Western and Islamic World Duration: 7 weeks Assessment: Multimodal group inquiry		History Unit 2: Expanding Contacts Duration: 6-7 weeks Assessment: Persuasive Speech Unit 3: Asia-Pacific World Duration: 5 weeks Assessment: NAPLAN-style test		Geography Unit 1: Landforms and Landscapes Duration: 9 weeks Assessment: Folio of in-class activities		Geography Unit 2: Changing Nations Duration: 9 weeks Assessment: Decision-making task	
	Unit 1: Nutrition Duration: 10 weeks Assessment: Written Assignment – Report		Unit 2: Sports Related Fitness Duration: 10 weeks Assessment: Written Assignment - Report		Unit 3: Alcohol & Tobacco Education Duration: 10 weeks Assessment: Short Response Test		Unit 4: First Aid Duration: 8 weeks Assessment: Response to stimulus	
HPE Theory LPP Modified Assessment	Unit 1: Swimming Duration: 5 weeks Assessment: Practical Performance		Unit 2: Indirect Interceptive Duration: 5 weeks Assessment: Practical Performance		Unit 3: Indirect Interceptive Duration: 5 weeks Assessment: Practical Performance		Unit 4: Athletics Duration: 5 weeks Assessment: Practical Performance	
	Unit 5: Direct Interceptive Duration: 5 weeks Assessment: Practical Performance		Unit 6: Indirect Interceptive Duration: 5 weeks Assessment: Practical Performance		Unit 7: Direct Interceptive Duration: 5 weeks Assessment: Practical Performance		Unit 8: Swimming/Climbing Duration: 3 weeks Assessment: Practical Performance	
LOTE Japanese	Unit 1: School Life Duration: 5 weeks Assessment: Listening test Unit 2: Sports and Leisure Duration: 5 weeks Assessment: Speaking Test		Unit 3: Around Town Duration: 5 weeks Assessment: Reading test Combined task 1-3 (Including hiragana) Duration: 4 weeks Assessment: Writing task		Unit 5: Shopping Duration: 4 weeks Assessment: Speaking task Unit 6: Weekend plans Duration: 5 weeks Assessment: Listening exam		Unit 7: Holiday plans Duration: 5 weeks Assessment: Speaking task Unit 8: Everyday Life (combination of units 1-8) Duration: 5 weeks Assessment: Reading task	

Modified LOTE Cultural Literacy and FLI	Unit 1: Festivals Duration: 9 weeks Assessment: Multimodal	Unit 2: Anime Duration: 9 weeks Assessment: Multimodal		

Elective Subjects Year 8 (Elective subjects studied for one term)

HOME ECONOMICS	INDUSTRIAL TECHNOLOGY AND DESIGN	MUSIC	DIGITAL TECHNOLOGY
<p>Unit 1: Textiles Duration: 3 weeks Assessment: Draw String Bag, Practical Procedural</p> <p>Unit 2: Cookery Duration: 7 weeks Assessment :Continuous Cookery Practical Procedural Assessment :Pizza Project Written/Practical Assignment Report</p>	<p>Unit: Theory Duration: Integrated throughout the 10 weeks of practical Assessment: Short response</p> <p>Unit 1: Pencil Case Duration: 4 weeks Assessment: Product and Procedural</p> <p>Unit 2: Letter Holder Duration: 2 weeks Assessment: Product and Procedural</p> <p>Unit 3: Dustpan Duration: 2 weeks Assessment: Product and Procedural</p> <p>Unit 4 : Graphics Duration: 2 weeks Assessment: Assignment: 3D Key tag</p>	<p>Music Unit 2: Rhythm and Beats Duration: 5 weeks Assessment: Group Performance, Theory booklets</p>	<p>Unit 1: Let's Predict the Future Duration: 2 weeks Assessment: Digital spreadsheet and graphs</p> <p>Unit 2: Created by gamers... for gamers Duration: 8 weeks Assessment: Practical coding project</p>

CORE SUBJECTS Year 9

CORE SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH	<p>Unit 1: Fiction in Fact Duration: 10 weeks Assessment: Imaginative written(short story)</p>	<p>Unit 2: Empathy and understanding Duration: 9 weeks Assessment: Seen exam – Expository Essay</p>	<p>Unit 3: Reading the world of popular culture Duration: 8 weeks Assessment: Written exam – expository essay</p>	<p>Unit 4: Recreating fiction Duration: 12 weeks Assessment: Multi-modal transformation – (based on novel study)</p>
MATHS	<p>Unit 1: Number(5) Direct proportion Money (SI) Linear equations Naplan 1 Duration: 5 weeks Assessment: Investigation; Ratio, and proportion Simple Interest</p> <p>Unit 2: : Algebra (5) Algebraic expansions Sketching lines Plotting non linear Mid point, distance Naplan 2 Duration: 5 weeks Assessment: Class Test: Area and Volume Class Investigations</p>	<p>Unit 3: Measure (5) Composite area Surface area of simple solids Volume (cylinders) Naplan 3 Duration: 5 weeks Assessment: Class Test: Algebra, similarity and geometric reasoning</p> <p>Unit 4: Pythagoras & Trig (4) Right angled test nomenclature Sin/Cos/Tan ratios Simple trig solving for unknown Duration: 5 weeks Assessment: Assignment: Pythagoras and Trig Short Answers Short Answer Test</p>	<p>Unit 5: Data (5) Comparing data sets over time, Representing data sets in stem plots, Data shapes (skew), Numerical analysis, Duration: 5 weeks Assessment: Data Assignment Comparing Data Sets Short Answer Test</p> <p>Unit 6: Number and Algebra Indices rules for number and algebra, Scientific notation, Binomial expansion and factorising Duration: 5 weeks Assessment: Mid Semester: Indices, patterns, algebra and Finance</p>	<p>Unit 7: Chance (4) 2 step chance, Schematic representations of outcomes, and/or events Duration: 5 weeks Assessment: Chance Assignment Representing Chance and comparing outcomes Short Answer Test</p> <p>Unit 8: Chance (4) 2 step chance, Rel freq, Schematic representations of outcomes, and/or events Duration: 5 weeks Assessment: End Semester Exam</p>

CORE SUBJECT	TERM 1		TERM 2		TERM 3		TERM 4	
SCIENCE	BIOLOGICAL SCIENCES Unit 1: Life in Balance Duration: 5 weeks Assessment: Vaccination Poster: Short Written Response		CHEMICAL SCIENCES Unit 3: Chemistry Basics Duration: 5 weeks Assessment: Supervised Written Exam		PHYSICAL SCIENCES Unit 5: Motion and Forces Duration: 5 weeks Assessment: ERT – Scientific Report		BIOLOGICAL SCIENCES Unit 7: Genetics Duration: 5 weeks Assessment: Pedigree Tree – Extended Written	
	BIOLOGICAL SCIENCES Unit 2: Ecology Duration: 5 weeks Assessment: Field Report - Scientific Report		CHEMICAL SCIENCES Unit 4: Chemical Reactions Duration: 5 weeks Assessment: Practical Review of Skills Response to Stimulus		PHYSICAL SCIENCES Unit 6: Sound and Light Duration: 5 weeks Assessment: Supervised Written Exam		BIOLOGICAL SCIENCES Unit 8: Evolution Duration: 5 weeks Assessment: Extended Written Response to Stimulus	
HUMANITIES	Unit 1: Making a Better World? Duration: 9 weeks Assessment: Persuasive text		Unit 2: Rights and Freedoms Duration: 9 weeks Assessment: Short answer/stimulus response exam		Unit 3: The World Wars Duration: 9 weeks Assessment: Analytical essay		Unit 4: Globalising World Duration: 9 weeks Assessment: Multi-modal assessment	
HPE Theory	Unit 1: Relationships Education Duration: 10 weeks Assessment: Written Assignment – Analytical Exposition		Unit 2: Harm Minimisation Duration: 10 weeks Assessment: In class prepared Essay		Unit 3: Movement Analysis Duration: 10 weeks Assessment: Multi-modal presentation		Unit 4: Mental Health Duration: 8 weeks Assessment: Written Assignment -: Analytical Exposition	
Practical	Unit 1: Swimming Duration: 5 weeks Assessment: Practical Performance	Unit 2: Indirect Interceptive Duration: 5 weeks Assessment: Practical Performance	Unit 3: Personal Fitness Duration: 5 weeks Assessment: Practical Performance	Unit 4: Indirect Interceptive Duration: 5 weeks Assessment: Practical Performance	Unit 5: Direct Interceptive Duration: 5 weeks Assessment: Practical Performance	Unit 6: Choice of Sport Duration: 5 weeks Assessment: Practical Performance	Unit 7: Direct Interceptive Duration: 5 weeks Assessment: Practical Performance	Unit 8: Choice of Sport Duration: 3 weeks Assessment Item: Practical Performance

SEMESTER ELECTIVE SUBJECTS YEAR 9

These electives can be studied in either semester one or two.

ART	Unit 1: It's Elemental (2D printmaking) Duration: 10 weeks Assessment: Practical assessment		Unit 2: It's Elemental (3D Hybrid teapots) Duration: 10 weeks Assessment: Practical assessment Written assignment	
HPE Theory	Unit 1: Reef Guardian Duration: 10 weeks Assessment: Research Assignment – Multi-modal		Unit 2: Navigation Bush Awareness Duration: 10 weeks Assessment: Short Response Test	
Practical	Unit 1: Swimming Duration: 5 weeks Assessment: Practical Performance	Unit 2: Water Safety and Water Craft Duration: 5 weeks Assessment: Practical Performance	Unit 3: Initiative Games Duration: 5 weeks Assessment: Practical Performance	Unit 4: Outdoor Education Duration: 5 weeks Assessment: Practical Performance
DIGITAL TECHNOLOGY	Unit 1: Digital Citizens Duration: 2 weeks Assessment: Written assignment Unit 2 : Can we code this... yes we can Duration: 8 weeks Assessment: Practical coding project		Unit 3: Can we code this... yes we can Duration: 10 weeks Assessment Item: Practical coding project	
BUSINESS ESSENTIALS	Unit 1: Consumerism Duration: 10 weeks Assessment: In class exam		Unit 2: Managing your Money Duration: 10 weeks Assessment: Oral Presentation	

FOOD TECHNOLOGY	<p>Unit 1: Food Techniques Duration: 3 weeks Assessment: Continuous Cookery Practical Procedural</p> <p>Unit 2: Design this! Duration: 1 weeks Assessment: : Continuous Cookery Practical Procedural</p> <p>Unit 3: Veg out! Duration: 1 weeks Assessment: Continuous Cookery Practical Procedural</p> <p>Unit 4: Going with the Grain! Duration: 5 weeks</p>	<p>Unit 4: Going with the Grain! Duration: 2 weeks Assessment: Continuous Cookery Practical Procedural</p> <p>Design Process Assignment: Practical Report</p> <p>Unit 5: Proteins – Steak, Fish, Eggs, Nuts, Seeds and beans Duration: 8 weeks Assessment: Continuous Cookery Practical Procedural Short Response Test</p>
TEXTILE TECHNOLOGY	<p>Unit 1: Safety in the Sewing Room Duration: 2 weeks Assessment: Continuous Sewing Practical Procedural</p> <p>Unit 2: Cross stich – Making a gift card for Easter Duration: 5 weeks Assessment: : Design Process - procedural</p> <p>Unit 3: Using a sewing machine Duration: 3 weeks Assessment: Continuous Sewing Practical Procedural</p>	<p>Unit 3: Using a sewing machine Duration: 2 weeks Assessment: Continuous Sewing: Practical Procedural</p> <p>Unit 4: Making PJ's Duration: 5 weeks Assessment: Continuous Sewing: Practical Procedural, Short Response Test</p>

DRAMA	Unit 1: Elements of Drama Duration: 40 Weeks Assessment: Performance	
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ELECTIVE SUBJECTS YEAR 9

These elective subjects can be studied for semester one and two, except LOTE and Music which must be studied for a full year.

AGRICULTURAL SCIENCE	Unit 1: WH&S, Animal Breeds, Anatomy and Physiology Duration: 5 weeks Assessment: Supervised Written Review Unit 2: Plant Varieties, Anatomy and Physiology Duration: 5 weeks Assessment: Research Report	Unit 3: Animal Behaviour Duration: 5 weeks Assessment: Research Report, Practical Review of Skills Unit 4: Agriculture in Australia Duration: 5 weeks Assessment: Extended Written Response	Unit 5: Animal Nutrition and Digestion Duration: 5 weeks Assessment: Supervised Written Review Unit 6: Horticulture – Crop Nutrition, Pests and Disease Duration: 5 weeks Assessment: Extended Written Response	Unit 7: Animal Health & Disease Duration: 5 weeks Assessment: Supervised Written Review Unit 8: Farming as a Business Duration: 5 weeks Assessment: Plant or Animal Production Report
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AGRICULTURAL PRACTICES	Unit 1: WH&S, Animal Production systems Duration: 5 weeks Assessment: Animal Production report, Poultry Unit 2: Horticulture – Establishment of Small Crops Duration: 5 weeks Assessment: Practical Review of Skills	Unit 3: Animal Handling practices Duration: 5 weeks Assessment: Practical Review of Skills Unit 4: Tractors - Maintenance and Operation Duration: 5 weeks Assessment: Practical Review of Skills, Supervised Written Review	Unit 5: Animal Nutrition and Feeding Duration: 5 weeks Assessment: Practical Review of Skills, Journal Entries Unit 6: Horticulture – Crop Health and Disease Management Duration : 5 weeks Assessment: Research Report	Unit 7: Animal Health & Disease Management Duration: 5 weeks Assessment: Research Report Unit 8: Machinery, equipment & tools and small engine maintenance Duration: 5 weeks Assessment: Supervised Written Review
MUSIC	Unit 1: Song Building Duration: 10 Weeks Assessment: Practical Exam	Unit 2: Children’s Music Duration: 10 weeks Assessment: Performance Composition	Unit 3: Rock ‘n Pop Duration: 10 weeks Assessment: Performance Exam	Unit 4: Contemporary Duration: 10 weeks Assessment: Performance Analytical essay

STEM	<p>Unit 1: Workplace Health and Safety Duration: 5 weeks Assessment: Supervised Written Review</p> <p>Unit 2: Electronics Duration: 5 weeks Assessment: Product (Simple LED Circuit Manufacture)</p>	<p>Unit 3: 3D Modelling and Printing Duration: 5 weeks Assessment: Product (Key Tag)</p> <p>Unit 4: Robotics Duration: 5 weeks Assessment: Practical Performance (Sumo Robot Operation)</p>	<p>Unit 5: Engineering Design (Forces and Motion) Duration: 5 weeks Assessment: Scientific Investigation</p> <p>Unit 6: Systems Engineering Duration: 5 weeks Assessment: Product (Working Traffic Lights)</p>	<p>Unit 7: Electro-mechanics and Micro-controllers Duration: 5 weeks Assessment: Product (Micro-Controller)</p> <p>Unit 8: Computer Aided Drafting and Manufacturing(CNC / CAD / CAM) Duration: 5 weeks Assessment: Product (CNC Laser plywood pictures)</p>
ITA	<p>Unit 1: Coat Hanger Duration: 8 weeks Assessment: Product and Procedural</p> <p>Unit 2: The Lathe Duration: Integrated Assessment: Product and Procedural</p>	<p>Unit 3: Mug Tree Duration: 8 weeks Assessment: Product</p> <p>Unit 4: Acrylic Tray Server Duration: 4 weeks Assessment: Product and Procedural</p> <p>Unit 5: Theory Duration: Integrated Assessment: Short response</p>	<p>Unit 6: Spice Rack Duration: 7 weeks Assessment: Product and Procedural</p> <p>Unit 7: Jewellery Box Duration: 7 weeks Assessment: Product and Procedural</p> <p>Unit 8: Theory Duration: Integrated Assessment: Short response & Procedural</p>	<p>Unit 9: Acrylic Cake Server Duration: 6 weeks Assessment: Product and Procedural</p> <p>Unit 10: Theory Duration: Integrated Assessment: Short Response</p>
ITB	<p>Unit 1: Wall Bracket Duration: 6 weeks Assessment: Product and Procedural</p> <p>Unit 2: Carry-all & Tray Duration: 7 weeks Assessment: Product and Procedural</p> <p>Unit 3: Plumb Bob Duration: Integrated Assessment: Product and Procedural</p>	<p>Unit 4: Aluminium Jet Plane Duration: 7 weeks Assessment: Product and Procedural</p> <p>Unit 5: Theory Duration: Integrated Assessment: Short response</p>	<p>Unit 6: Dipper Duration: 6 weeks Assessment: Product and Procedural</p> <p>Unit 7: Screwdriver Duration: 7 weeks Assessment: Product and Procedural</p> <p>Unit 8: Theory Duration: Integrated Assessment: Short response</p>	<p>Unit 9: Copper Bowl Duration: 7 weeks Assessment: Product and Procedural</p>

YEAR LONG ELECTIVE SUBJECTS YEAR 9

GRAPHICS	<p>Unit 1: <i>Sketching, Rendering & Basic Geometrical Constructions</i> Duration: 4 weeks Assessment: Short response</p> <p>Unit 2: <i>Orthogonal & Pictorial Projection/ Introduction to CAD</i> Duration: 6 weeks Assessment: Practical Test, Short response</p>	<p>Unit 3: <i>Industrial Design</i> Duration: 10 weeks Assessment: Practical Assignment, Short response, Design Folio</p>	<p>Unit 4: <i>Graphic Design -Logos</i> Duration: 6 weeks Assessment: Practical Assignment, Short response</p> <p>Unit 5: <i>Surface Development</i> Duration: 7 weeks Assessment: Practical Assignment, Short response</p>	<p>Unit 6: <i>Perspective</i> Duration: 7 weeks Assessment: Practical Assignment, Short response</p>
JAPANESE	<p>Unit 1: <i>Shopping and Eating Out in Japan</i> Duration: 10 weeks (1 week for assessment) Assessment: Speaking (role play ordering food in a restaurant) Listening (prices and role play)</p>	<p>Unit 2: <i>Making Arrangements and Holiday Plans</i> Duration: 10 weeks Assessment: Reading (daily schedules), Writing (itineraries) *intermittent script tests*</p>	<p>Unit 3: <i>My home and Living in Japan</i> Duration: 10 weeks Assessment: Listening (following directions) Speaking (ideal home) *intermittent script tests*</p>	<p>Unit 4: <i>Homestay</i> Duration: 8 weeks Assessment: Reading (correspondence to my family) *intermittent script tests*</p>



CORE SUBJECTS

English Year 7, 8 & 9

Contact: Ms Palm

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 information gathered from primary schools and literacy testing undertaken at Gympie High to ensure students continue to improve their skills with reading and writing. 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 and an imaginative recount based on a character from an Australian short story or bush ballad. Spoken assessment includes: a persuasive speech about a character from the class novel and a multimodal presentation analysing poetry. 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 Year 7, 8 & 9

Continued

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 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 - Year 7, 8 & 9

Contact: Mr Oliver

HOD: Mr Oliver

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.

Year 7 Theory:

Content:

- Term 1 – Health Studies: Why Health? Dimensions of Health and Learning to Learn
- Term 2 – Health Studies: I Am Who I Am – Human Relationships Education
- Term 3 – Health Studies: Fit for Life – Health Related Fitness
- Term 4 – Health Studies: Why Can't I – Youth Choices and Positive Decision Making

Practical – Each term consists of two 5 week units

- Term 1 – Indoor Rock Climbing / Aquatics
- Term 2 – Direct Interceptive Sports (touch, soccer, basketball etc.) / athletics
- Term 3 – Indirect Interceptive Sports (tennis, badminton, cricket, etc.) / Direct Interceptive Sports
- Term 4 – Direct Interceptive Sports / Indirect Interceptive Sports – class choice

Year 8 Theory:

Content:

- Term 1 – Health Studies: Food For Thought – Nutrition
- Term 2 – Health Studies: Fast and Furious – Sports Related Fitness
- Term 3 – Health Studies: I Need to Know – Relationships Education
- Term 4 – Health Studies: Making Choices – First Aid

Practical – Each term consists of two 5 week units

- Term 1 – Climbing / Swimming
- Term 2 – Indirect Interceptive Sports (tennis, badminton, cricket, etc.) / Athletics
- Term 3 – Direct Interceptive Sports / Indirect Interceptive Sports (tennis, badminton, cricket, etc.)
- Term 4 – Direct Interceptive Sports / Minor Games

Year 9 Theory:

Content:

- Term 1 – Health Studies: Relationships Education
- Term 2 – Health Studies: Harm Minimisation
- Term 3 – Health Studies: Movement Analysis
- Term 4 – Health Studies: Mental Health

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Health & Physical Education - Year 7, 8 & 9



Continued

Practical – Each term consists of two 5 week units

Term 1 – Climbing / Swimming / Indirect Interceptive Sports (tennis, badminton, cricket, etc.)

Term 2 – Personal Fitness / Indirect Interceptive Sports (tennis, badminton, cricket, etc.) Term 3 – Direct Interceptive Sports / Choice of Sport

Term 4 – Direct Interceptive Sports / Choice of Sport

Specialised Classes:

Students may have the option to specialise in Rugby League, Futsal or Volleyball as a HPE class depending on cohort interest. This entails student participating in the same theory units however they will complete practical instruction specific to their area of specialisation. Students must gain endorsement from a coach or HPE teacher to gain entry into these classes

Assessment:

Students will receive a level of achievement, A,B,C,D,E depending on how well they perform within each unit. Units are constructed to reflect the levels appropriate for their age and development. This level of achievement will be a combination of their Theory and Practical performance.

- **Theory:** Assessment will consist of one written task per term
- **Practical:** Ongoing physical assessment will be measured against the physical outcomes.

Other Information:

A hat or cap is required for outdoor activities – no hat = no play. A water bottle is recommended.



CORE SUBJECTS



Humanities - Year 7, 8 and 9

Contact: Ms Rogers

HOD: Ms Rogers

Content:

At Gympie High, students complete a semester each of History and Geography in Years 7 and 8 then a full year of History in Year 9 based on the Australian Curriculum content and skills descriptors. The study of History helps students to understand how the world they live in came to be while Geography teaches how our actions impact the Earth, now and into the future.

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 History and Geography, 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 involved, and how these different factors interrelate.

History and Geography in the Australian Curriculum provide 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 History and Geography, students will complete a range of written, spoken and multimodal assessment tasks. These include:

- Group and individual research inquiries
- Informative and persuasive speeches
- Analytical, informative and persuasive written texts
- Decision-making tasks
- Folios of in-class activities
- Content, stimulus response, NAPLAN-style 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.

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CORE SUBJECTS



LOTE (Languages Other Than English) - Year 7 & 8

Contact: Mrs Keane, Mr O'Neill, Mr Haig

HOD: Ms Rogers

Content:

At Gympie High, students complete a semester of both German and Japanese in Year 7. In Year 8, students are given the opportunity to choose which language they will study for the whole year. In Year 9, German and Japanese become elective subjects.

Some students will be identified by teachers to complete a modified version of LOTE in Years 7 and 8 called Cultural Literacy which will support their written and spoken English skills.

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 just about 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.



CORE SUBJECTS



Mathematics Years 7, 8 & 9

Contact: Mr Trueman

HOD: Mr Trueman

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, a ruler and a protractor.

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

The recommended calculator is a Sharp EL351 version available from the school office (at roughly half the price of purchase from many retail outlets).

CORE SUBJECTS



Science - Year 7, 8 and 9

Contact: Mrs Bekker

HOD: Mrs Bekker

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. 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



Continued

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.

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YEAR 7

ELECTIVES

Agriculture
Digital Technology
STEM
Visual Arts



ELECTIVE SUBJECTS



Agriculture - Year 7

Contacts: Mr Leitch

HOD: Mrs Bekker

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 while the propagation of vegetable, herb and flower seeds results in punnets of seedlings for students to take home.

Farm safety is an important aspect of this course and students practice 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 practice the safe handling and grooming of cattle and horses.

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, Rural Operations and Agricultural Practices. These subjects are sound preparation for careers in both academic and practical agriculture-related careers.





ELECTIVE SUBJECTS

Digital Technology - Year 7

Contact: Mr Brady

HOD: Mr Brady

Content:

Information technology and digital media are everywhere. This course will teach students the essential skills they need to know about how to use these digital media devices to improve their learning experiences at school, as well as take them on a journey that will show them how to create the digital media they see and enjoy on their smart phone and latest gaming console.

Students will develop the ICT skills that employers seek in almost every job, and have the opportunity to learn some more in-depth skills that can lead them on the path of a career in the Film and Television industry or computer game and software development industry.

Areas of study include

- Digital competency and Information literacy – You, your IT device and school
- Lights Camera Action – Directing your own movie production
- Game ON - The concepts of game design and game mechanics

Assessment:

Students are assessed through their completion and submission of project work based on the topics of study listed above. The type of project work can range from a short video composition to a written assignment to a complete computer game. All project work is based on developing skills that will be useful to the life of a student in the emerging digital world, and are based on industry style skills and qualifications.

Other Information:

This course provides students with the essential digital literacy skills required to navigate their ongoing educational pathway in High School and later tertiary education. It also forms the pathway for students interested in pursuing a career that involves use of ICT's and multimedia.

Students will have exposure to the following software.

- Video editing software including Sony Vegas Movie Studio,
- Game design software including Gamemaker
- the Microsoft Operating System and a range of Office software
- Online digital learning environments

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ELECTIVE SUBJECTS

STEM (Science, Technology, Engineering & Mathematics) Year 7



Contact: Mr Grudzinski

HOD: Mrs Bekker

Content:

This course introduces students to STEM experiences in a project-based environment and connects these experiences to real-world applications of science, technology, engineering and mathematical industries. During the course, students will engage in problem based learning through extended practical projects in areas such as Robotics, Electronics, Sensor and Control Technology, Alternative Energy Systems, Biophysics, Design and Prototyping using CNC lathes and 3-D printing.

Learning activities may include the use of computers in mathematical problem solving, technical writing and drawing, practical tasks and construction, data analysis and statistics as well as critical thinking and questioning skill-builders. Students are encouraged to demonstrate originality and inventiveness when generating ideas and to consider practical limitations. Students use higher-order thinking strategies to analyse evidence, generate explanations, make judgments, and solve problems.

This subject will allow students to develop an interest in Industrial Sciences and Design as well as Physics and Engineering. STEM is also sound preparation for careers in electrical, computer and technology related trades.

Assessment:

Assessment of student performance is designed to be ongoing and provide immediate feedback, allowing for correction, learning and deepening of knowledge. Students are given multiple opportunities to demonstrate their understanding so they can monitor their progress and improve their results. Completion of group projects will contribute to successful completion of the course.

Other Information:

This subject may be selected in Years 9-12 with both General and Applied pathways. Students may select Senior STEM (Applied) options in Years 11 and 12.



ELECTIVE SUBJECTS



The Arts – Visual Arts – Year 7

Contacts: Ms Winters

HOD: Ms Pritchard

Content:

In this Year 7, term length subject, students will explore and be trained in the basic starting skills and knowledge needed for a fundamental grounding in Art. Due to the short length of the elective only a small range of materials and art techniques are 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.

This Year 7 elective is designed for students to LEARN THE BASICS. 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.

Student will have the opportunity for work to be displayed in the art room and the library. If students study art in future years you may have the opportunity of having your 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 Gala Night.

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 stage hand, 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

ELECTIVES

Digital Technology

Home Economics

Industrial Technology & Design

Music





ELECTIVE SUBJECTS

Digital Technology - Year 8

Contact: Mr Brady

HOD: Mr Brady

Content:

Information technology and digital media are everywhere. They are on the smart phones we use every day they're on the television we watch at night, and they're in almost every job and every classroom. This course will teach students the essential skills they need to know about how to use these digital media devices to improve their learning experiences at school, as well as take them on a journey that will show them how to create the digital media they see and enjoy on their smart phone and latest gaming console.

Students will develop the ICT skills that employers seek in almost every job, and have the opportunity to learn some more in-depth skills that can lead them on the path of a career in the Film and Television industry or computer game and software development industry.

Areas of study include

- Digital competency and Information literacy – digital spreadsheet and graph
- Created by gamers for gamers - The concepts of game design and game mechanics

Assessment:

Students are assessed through their completion and submission of project work based on the topics of study listed above. The type of project work can range from a short video composition to a written assignment to a complete computer game. All project work is based on developing skills that will be useful to the life of a student in the emerging digital world, and are based on industry style skills and qualifications.

Other Information:

This course provides students with the essential digital literacy skills required to navigate their ongoing educational pathway in High School and later tertiary education. It also forms the pathway for students interested in pursuing a career that involves use of ICT's and multimedia.

Students will have exposure to the following software.

- Video editing software including Sony Vegas Movie Studio
- Game design software including Gamemaker
- The Microsoft Operating System and a range of office software
- Online digital learning environments

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ELECTIVE SUBJECTS



Home Economics – Year 8

Contacts: Ms Davidson, Mr Roberts

HOD: Miss Keillor

Content:

Home Economics focuses on the acquirement of skills and knowledge of 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 working safely in the textiles room.

Students will make and decorate a textile item e.g. shoe 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:

Assessment and reporting is based on the student's ability in the following areas:

- Practical Skills - Continuous Practical Cookery
- Textile Item
- Applying Knowledge – Design Brief Task

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 2 lessons per week over 1 term. Students will participate in both cooking and sewing tasks.

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 the Gympie State High School footwear policy will be expected for all practical food lessons.

Cost: \$3 per annum

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ELECTIVE SUBJECTS



Industrial Technology & Design – Year 8

Contact: Mr Lawson, Mr Petersen

HOD: Mr Lawson

Content:

Year 8 Industrial Technology & 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 skills in the areas of woodwork, metalwork and plastics and to provide an introduction to Design and Graphics.

Projects include:

- Timber and acrylic pencil case
- Sheet metal dustpan
- Acrylic letter rack
- Theory booklet
- Graphics and CAD

Assessment:

Assessment and reporting is based on the student's ability in the following practical workshop skills:

- Knowledge and understanding of relevant theory
- Completion of graphics presentations

All the categories are assessed and are equally important as each other.

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).



ELECTIVE SUBJECTS



Music - Year 8

Contact: Mr Fletcher

HOD: Ms Pritchard

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.

Assessment:

Assessment will include an exam, 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, at lunch time concerts, or on parades.





YEAR 9

ELECTIVES

Agriculture

Business Essentials

Digital Technology

Drama

Food Technology

Graphics

ITA

ITB

LOTE –Japanese

Music

STEM

Textile Technology

Visual Arts

YAP

ELECTIVE SUBJECTS

Agriculture Practices & Agriculture Science - Year 9



Contacts: Mr Costa
Semester: 1 & 2

HOD: Mrs Bekker

Content:

Agricultural Science:

In this subject, students will develop an understanding of different agricultural systems through both theory and practical activities. They will gain an understanding of animal and plant anatomy and physiology. They will consider factors that affect production of animal and plant products, such as health and disease, nutrition and digestion, management and use of technology. Students will investigate the school's animal and plant enterprises and consider ways to measure and improve profitability. Guest speakers from outside the school, including veterinarians, scientists and local farmers will assist teachers in delivering the latest and most advanced agriculture education. Can be studied in conjunction with Agricultural Practices

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. This subject can be studied in conjunction with Agricultural Science.

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, Rural Operations and Agricultural Practices. These subjects are sound preparation for careers in both academic and practical agriculture-related careers.





ELECTIVE SUBJECTS

Business Essentials – Year 9

Contacts: Mrs Radecker

HOD: Mr Brady

Semester: 1 or 2

Content:

This course aims to develop enterprising behaviours and abilities that can be transferable into life, work and business opportunities. Students interested in money, shopping (buying/selling), running their own business, or using computers should choose this course.

This subject will develop the knowledge and skills that will help students throughout their life to gain the most from their money. Managing their finances, including making wise investment decisions in the future, is vital to their material and social health, as poor management of finances is a major cause of unhappiness. This subject will equip students with the knowledge and skills to secure their financial future and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society.

Students will learn how to use their power as a consumer in a responsible way. Consumers buy particular products for a wide range of reasons, but many purchases are inappropriate or unnecessary. By understanding the promotion and selling processes, students will be better able to make good purchasing decisions and thus gain more value from their money.

Through broad and adaptable learning opportunities, this subject develops enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently.

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

Assessment:

Research and project work; group tasks; practical activities; and/or class tests.

Other Information:

Business Essentials will be offered in the 2 semesters of Year 9. If students choose to study this subject for more than one semester, the learning experiences will have different emphasis, extending the business knowledge and skills developed in Semester 1.

A useful pathway to the following senior subjects: Accounting, Business Communication and Technologies, Certificate I & II in Business, Economics, Tourism (possible 2019 subject) and Legal Studies.

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ELECTIVE SUBJECTS

Digital Technology – Year 9



Contact: Mr Hills, Mr Thorne

HOD: Mr Brady

Semesters: 1 or 2

Content:

Students interested in using computers to design and create digital media including computer games and digital video should choose this course.

Content covered in this course comes from the Australian Curriculum Digital Technologies Syllabus, and prepares students for senior subjects including Film and Television, Certificate IV in Digital and Interactive Games and the Certificate II in Information Technology.

The aim is to introduce students to the theory and practice of digital multimedia communication and production. Students develop knowledge and skills in digital production techniques for 2D graphics, computer based animation, game development and basic computer programming. They then use these skills and digital media that they create to develop a basic multimedia product.

Areas of study include:

- Introduction to 2D graphical animation
- Game development using Gamemaker
- Game script writing and planning
- The basic concepts of game design and game mechanics
- Introduction to computer programming

Assessment:

Minor projects are completed by students on all set activities in the course.

A Major Project is undertaken on a topic of student choice related to the individual smaller topics that students have studied throughout the semester.

Other Information:

Software available to students in the course includes: Gamemaker, Macromedia Studio MX 2004 Fireworks, Flash and Dreamweaver, ACID Music Studio, Sony Vegas and Windows Movie Maker.



ELECTIVE SUBJECTS



Drama – Year 9

Contact: Mrs Kable

HOD: Ms Pritchard

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.



ELECTIVE SUBJECTS

Food Technology Cooking – Year 9



Contacts: Ms Davidson, Mr Roberts

HOD: Miss Keillor

Semester 1 or 2

Content:

This unit focuses on the acquirement of skills and knowledge of safety and hygiene; the design process; healthy eating for healthy living; fruit and vegetables; meats; eggs and dairy products; legumes, nuts and seeds. As students' progress through the semester they will learn about the basics behind the main food groups and nutrients as well as being involved in interesting activities and research tasks to extend your understanding of these.

Practical:

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

The learning experiences in this unit provide opportunities for students to demonstrate evidence of knowledge and understanding, investigating, planning, implementing, applying and reflecting by using the design process. This is a highly practical subject with lessons spent cooking to develop kitchen skills. Theory work will focus on the practical experiences in the classroom.

Assessment:

Assessment and reporting is based on the student's ability in the following areas:

- Practical Skills – Practical Cookery Tasks
- Applying Knowledge – Design Process Assignment
- Knowledge and Understanding of Subject Matter – End of Semester Exam

Other Information:

Food Technology Cooking will be offered in the two semesters of Year 9.

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.

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ELECTIVE SUBJECTS

Graphical Communication – Year 9



Contact: Mr Lawson
Semesters: 1 & 2

HOD: Mr Lawson

Content:

Semester 1-

Graphical Communication 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 Communication 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 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 Inventor, industry standard software recognized world-wide.

Semester 2 -

Graphical Communication is a course of study designed to develop specific knowledge and skills in technical drawing and graphic design. It builds on the knowledge developed in GPH091 though previous experience is not essential. This program of study provides students with a wide range of learning experiences in a technological context.

Students will further develop their 2D and 3D drafting skills through engineering drawings and graphic design. 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 than the previous unit. 3D printing and Computer Aided Machining (CAM) operations may be used to convert previously drawn items into realistic objects. 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 semester one GPH091, 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 is used to determine student level of achievement:

- Knowledge and understanding
- Investigation and design
- Production
- Evaluation
- Reflection

Other Information:

The study of Graphical Communication is an advantage for students intending to study Graphics, Industrial Skills, Furnishing or Engineering in senior. The majority of trade areas require an understanding of and ability to interpret technical drawings. Graphical Communication 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.

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ELECTIVE SUBJECTS

Industrial Technology A Industrial Technology B – Year 9



Contact: Mr Lawson, Mr Petersen

HOD: Mr Lawson

Semesters: 1 & 2

Content:

The Industrial Technology curriculum is a course of study designed to introduce students to specific skills and knowledge in a workshop environment. Its aim is to develop dexterity and manipulative skills in students while introducing them to basic woodworking materials in ITA and metalworking materials in ITB.

ITA:

This program is a project based course enabling students to explore a range of processes and develop skills in the areas of design, woodwork joinery and construction and plastic fabrication. Students may also get an introduction in wood turning.

Semester 1 – Projects for the semester include a coat hanger, a mug tree, and an acrylic tray. Theory studies explore basic hand tools, machinery and safety in a workshop.

Semester 2 – Industrial Technology A in semester 2 builds on the knowledge developed in semester 1 though previous experience is not essential. Projects include a spice rack, acrylic cake server and jewellery box.

ITB:

This program is a project based course enabling students to explore a range of processes and develop skills in the areas of design, sheet metal working, fitting, and fabrication and basic mechanical devices. Students may also get an introduction in metal machining.

Semester 1 – A series of introductory projects such as a sheet metal carry-all and an aluminium jet plane are used to help students understand the properties and way of working with metal. Students receive an introduction to metal machining as they produce a plumb bob.

Semester 2 – Industrial Technology B in semester 2 builds on the knowledge developed in semester 1 though previous experience is not essential. Projects include a pannikin, candelabra and a copper bowl. Students develop their metal machining ability through production of a screwdriver.



Industrial Technology A Industrial Technology B – Year 9



Continued

Assessment:

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

- Knowledge and understanding
- Investigation and design
- Production
- Evaluation
- Reflection

Other Information:

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

Correct footwear for workplace health and safety requirements as per Gympie State High School footwear policy will be expected for all practical lessons. 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 and Safety (WHS) standards apply.

Cost:

A student levy of \$20 per semester for ITA is applicable

A student levy of \$20 per semester for ITB is applicable

Contributions cover the cost of materials and consumables supplied by the school for use in the course. This includes reference material and reprographics.



ELECTIVE SUBJECTS



LOTE (Languages Other Than English) - Year 9

Contact: Mrs Keane, Mr O'Neill, Mr Haig

HOD: Ms Rogers

Must be studied for a full year

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 made 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 just about 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.



ELECTIVE SUBJECTS

Music – Year 9



Contact: Ms Pritchard

HOD: Ms Pritchard

Must be studied for a full year

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, through composing their own original song for small children and performing 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 scales and chords.

Students will engage with modern genres of rock and pop music, looking at the historical aspects and the modern day evolutions of this type 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.

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. There are three assessment items per unit to address each of these criteria.

Other information:

There are no prerequisites to study this subject.

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ELECTIVE SUBJECTS

STEM – Year 9



Contact: Mr Grudzinski

HOD: Ms Bekker

Semester: 1 & 2

Content:

This is an elective Science subject that students can take in addition to their compulsory Science course. This subject suits students with an interest in Industrial Sciences and Design as well as Physics, Engineering, Chemistry or Biology. STEM is also sound preparation for careers in electrical, computer and technology related trades.

Assessment:

In each Semester, students will engage in problem based learning through extended practical projects in areas such as Robotics, Electronics, Sensor and Control Technology, Alternative Energy Systems, Biophysics, Design and Prototyping using CNC lathes and 3-D printers and other areas of interest.

Students are given multiple opportunities to demonstrate their understanding so they can monitor their progress and improve their results. Successful completion of group projects will be necessary to pass this course.

As this subject covers Science outcomes beyond the mandated syllabus, assessment tasks will be flexible and subject partly to student interest.

Active participation in project teams is an assessable component of the course.

Other Information:

Cost: \$50 per semester



ELECTIVE SUBJECTS

Textiles Technology -Crafts and Sewing - Year 9



Contacts: Miss Keillor

HOD: Miss Keillor

Semester: 1 or 2

Content:

Students will gain an understanding of the properties of a wide variety of fibres and fabrics and will develop skills and knowledge in the application of colour on fabrics (eg. different types of printing, dyeing etc.).

Other forms of fabric decoration (embellishing) and textile arts and crafts (eg. appliqué, beading, cross stitch, applying buttons etc.) will be included each semester as students work on small and large textile articles and/or clothing articles.

In the sewing of textile items, students will become proficient in the use and care of a sewing machine and overlocker, will develop skills and knowledge in basic sewing techniques and working with patterns and design.

The learning experiences provide opportunities for students to demonstrate evidence of knowledge and understanding, investigating, planning, implementing, applying and reflecting.

This is a very practical subject with many lessons spent on developing techniques and producing items of interest and value.

Assessment:

Assessment and reporting is based on the student's ability in the following areas:

- Practical Skills -Practical Craftwork and Textile Projects
- Application -Written Tasks
- Knowledge of Subject Matter -End Semester Exam

Other Information:

Textile Technology Crafts and Sewing will be offered in the 2 semesters in year 9 if there are sufficient numbers to run the classes.

Students will be involved in creating several textile projects during these units.

A fully equipped sewing kit will be needed at school.

Full details will be given at the beginning of the course.

Cost: \$5 per annum

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ELECTIVE SUBJECTS



Visual Arts – Year 9

Contacts: Ms Pritchard

HOD: Ms Pritchard

Semester: 1 or 2

Content:

Semester 1:

In term 1 students will explore the elements of design through a focus on Australian Native flora and fauna. Students develop a folio of experimental drawings and develop a design for a lino print.

They will create artworks using a variety of techniques that draw upon the elements of design: LINE, SHAPE, TEXTURE, TONE, COLOUR, SPACE. Students respond to traditions of botanical illustration and printmaking to create a folio of images and prints that reflect an exploration of the elements of design. Experimental processes in conjunction with formal printing processes introduce students to traditional and current forms of art making and will serve to embed knowledge of the elements of design in their own personal artistic expression.

In term 2 students will explore 3D media ceramics through an imaginative creation of a hybrid animal pot or vessel.

Students develop a design brief that introduces commercial design protocols. They then generate this into a 3 dimensional design using clay that allows students to further develop a personal aesthetic and exposes them to ancient and current arts making practices.

Semester 2:

In term 3 students explore a variety of media through the focus on personal reflection. Students consider and express their values and personal perspectives through a variety of art making practices.

In term 4 students are introduced to formal art making practices including painting. With a focus on landscape and traditional art forms, students are provided with the opportunity to understand the evolution of art making practices throughout history and how these responses can be personalised through consideration of traditional beliefs and ideas about places and spaces.

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.

Assessment:

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

Other Information:

Student will have the opportunity for work to be displayed in the art room and the library. If students study art in future years you may have the opportunity of having your 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 Gala Night.

The study of visual arts will help in many jobs and careers including child care, architecture, interior decorator, teaching, studio stage hand, 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.

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ELECTIVE SUBJECTS



Health & Physical Education - Year 9 Outdoor Education - YAP

Contact: Mr Oliver

HOD: Mr Oliver

Semesters: 1 or 2

Content:

This is a semester elective course introducing 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, writing and oral presentations. Additionally students will enhance their learning through outdoor pursuits. This subject will support the literacy and numeracy initiatives of the school.

- Term 1 —Reef Guardian School, Clean Up Australia Day, Safety & Survival
- Term 2 —Camp Craft, Orienteering, Bush Survival, Light Weight Walking

Assessment:

- Theory –Assignments and Oral presentations
- Practical –Participation, Effort, Behaviour and Skill

Other Information:

Camps -will be conducted as a user pays option. Students studying Outdoor Education should aim to complete at least two of the camps provided throughout the year. One day trips/camps will be used where possible to keep costs low. The camps will operate in reverse for the second semester elective.

Suggested camp outline:

Term 1—Surf Survival afternoon at Noosa Beach, Clean up Australia Day at Rainbow Beach

Term 2—Practice Walk —Mt Cooroora, Two Day Camp —Mary River and Kings Forest



EXTRA CURRICULA



Instrumental Music - Years 7-12

This is NOT A SUBJECT CHOICE - for your information ONLY

Content:

Instrumental Music is an extra-curricular activity provided by the Education Department and supported by Gympie High and the Parent & Citizens Association. PLEASE contact an Instrumental Music teacher, a Music teacher or the Head of Department – the Arts 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 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 N2 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 provide students with photocopies of parts, made under copyright requirements, from scores purchased by the Instrumental Music District Library.

Provided - music folders and music stands.

There are two sources of instruments: Hire from music retailer & Private Ownership

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KEEPING INFORMED

Target 100% parental engagement. 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 Centers:

General enquiries or questions about school activities, policies or reporting concerns can be passed on to the Student Services Centre. Fridge magnets and detailed contact information is provided at the commencement of every year. 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 their classes. The Head of Department (Junior Secondary) 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 HOD Junior Secondary can be contacted regarding student wellbeing, and is located in the Junior Services Centre.

Executive Team – Administration

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

GYMPIE HIGH CENTURION & GYMPIE HIGH COMMUNITY MASCOTS

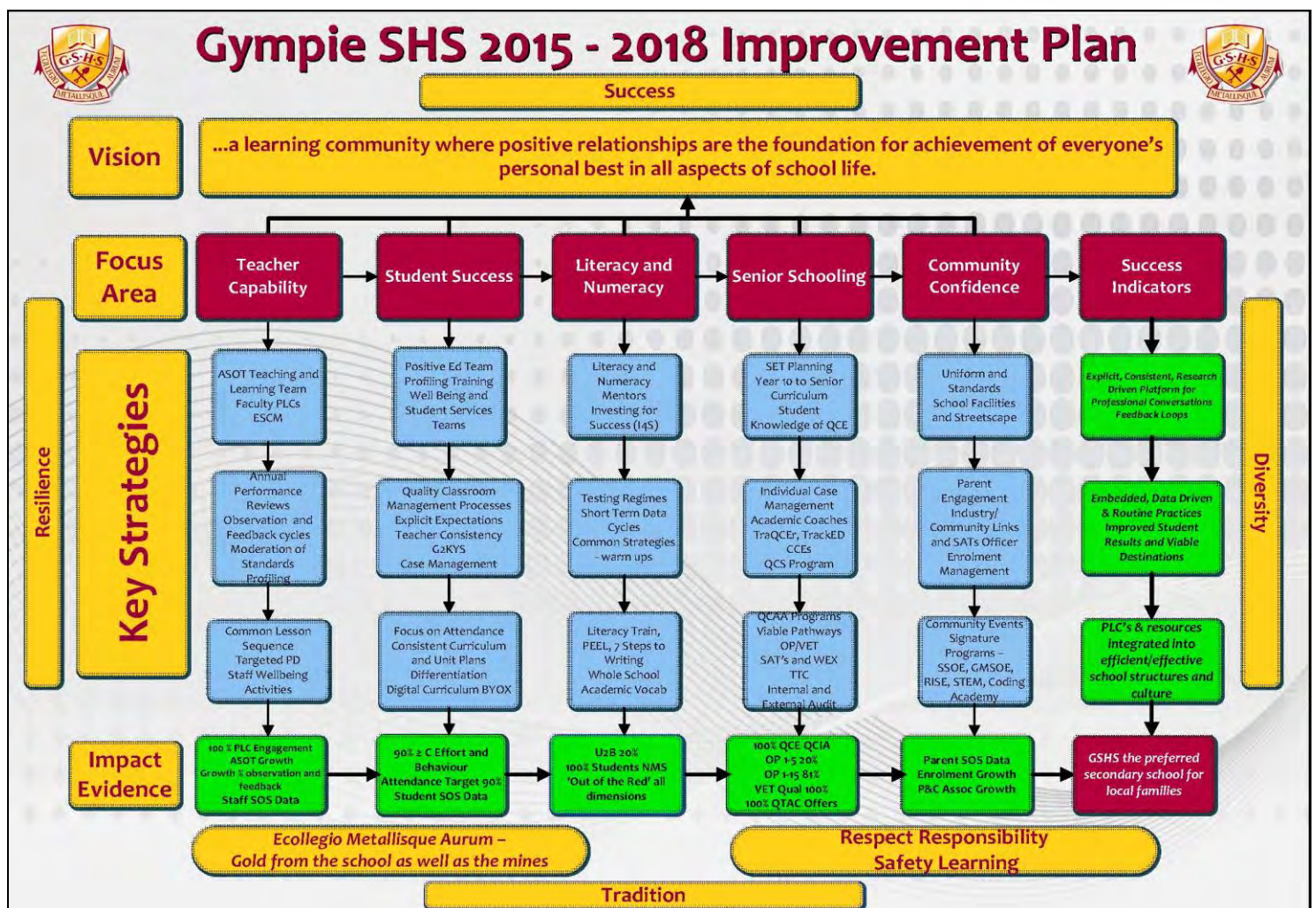
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IMPROVEMENT PLAN



SCHOOL INFORMATION

GYMPIE State High School



1 Everson Road, 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

EMAIL info@gympieshs.eq.edu.au

FAX (07) 5489 8300

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Gold from the school as well as the mines

