BELLBIRD PARK
STATE SECONDARY COLLEGE

Junior Secondary Student Handbook

Many Pathways. No Limits.

MANY PATHWAYS. NO LIMITS. >

"Students will meet their potential and enjoy their schooling when there is strong communication and a shared ownership of the child's learning journey."

Message from the Executive Principal

At Bellbird Park State Secondary College our mission is to develop learners who can identify opportunity and manage risk, who can innovate and create, and who can shape and define their future. The focus of the junior phase of learning at Bellbird Park State Secondary College is to build a strong foundation of 21st century skills that will ensure our students experience success in both their senior and in their post schooling pathways.

The Junior Secondary Phase of Learning is a very important phase as teachers need to respond to the changing cognitive, physical, emotional, economic, social, and technological needs and conditions associated with adolescence. The relationship therefore between teachers and students is crucial as teachers need to adapt their teaching and learning strategies to cater for these distinctive needs and to maximise learning. Students who are actively engaged in purposeful and intellectually challenging learning throughout their Junior Secondary Phase of Learning are more likely to complete twelve years of learning and gain qualifications that will prepare them for further learning, training or work.

Bellbird Park State Secondary College prides itself on providing our students with learning pathways for the future. We have processes in place to ensure that every student's progress is closely monitored. Students will participate in intensive lessons designed to improve their literacy and numeracy skills and ensure that they are able to access the curriculum in all areas. They will also explore topics essential to their well-being and participate in activities designed to ensure a smooth transition through their schooling years.

If there is an aspect of a particular subject on which you require further information, please contact the Head of Department for that subject; appointments can be made by phoning the College. Ultimately quality learning achievement is underpinned by the partnership shared between the student, parents/caregivers and the school. Students will meet their potential and enjoy their schooling when there is strong communication and a shared ownership of the child's learning journey.

We wish our students success as they undertake their secondary studies. I challenge them to strive for excellence in their academic achievements and encourage them to utilise effectively the very high quality programs, resources and facilities our College takes pride in offering.

Michael West
Executive Principal

JUNIOR SECONDARY FRAMEWORK

Purpose:
To develop and maintain a consistent teaching approach which encompasses best practice strategies that are evidence based and developmentally appropriate within the Junior Secondary sector. Working collectively as an effective high performing teaching staff to ensure our students are achieving a years' worth a growth in a year. Our focus is to ensure our students feel a sense of connectedness and belonging to our school community which has a strong focus on wellbeing, positive relationships and developing a strong sense of identity to support their developing pathway into adulthood and society.

Distinct Identity
At Bellbird Park State Secondary College we have a clear focus on students developing a sense of connectedness and belonging to their school community. This helps students to feel safe, supported and confident within their high school environment. It is for this reason that students have their own roll class classroom and teacher which is also their teacher for some core subjects; purpose-built facilities such as the year 7 courtyard; a comprehensive Transition Program; a Junior Secondary Uniform; Student Council representatives across multiple committees; key staff members supporting the Junior Secondary students and events celebrating our Junior Secondary students.

Quality Teaching
This principle guides the practices and strategies that Bellbird Park State Secondary College use to develop a common repertoire of practices that successfully engage and challenge our Junior Secondary students. Our specific focus on engagement strategies are underpinned by brain development theory and research. As a college we have adapted the Berry Street Education Model and endeavour to integrate a brain break into each of our lessons throughout the day. This allows our teaching practices to be responsive to the developmental needs of our students which promotes engagement and outcomes. Our Junior Secondary teachers participate in professional development, modelling and sharing of practice. This program along with our PBL practices is heavily focused on establishing positive teacher-peer and peer-peer relationships.

Student Wellbeing
Student wellbeing is an important contributing factor towards improved academic outcomes; increasing student motivation and engagement; increased student attendance and a decrease in problematic behaviour at school. At Bellbird Park State Secondary College we have a designated Head of Year 7 who connects with students daily. Our college also has a visible support team that includes Head of Department – Diverse Learners, Guidance Officer, Youth Support Co-ordinator, Community Engagement Counsellor, Community Liaison Officer and Transition Teacher with strong links with our primary feeder schools as a part of our successful Transition Program. Establishing this community of support for our Junior Secondary students allows our college to create a supportive, caring and inclusive school community. We have a wide variety of supports in place for students across our Junior Secondary sector which aim to develop student's connectedness, emotional regulation, self-awareness and autonomy. Some of these supports and activities include camps, excursions and The Phoenix Cup.

Outcomes:

- Successful transitions to high school and within the junior secondary year levels is a priority for all students
- Positive and productive relationships exist between staff, students, families and the wider community
- Student belong and can articulate their connection with the school
- Minimise lost learning time and increase student engagement – lift in attendance and reduction in SDAs
- Improved mental health and wellbeing - students and staff

Parent and Community Involvement

At Bellbird Park State Secondary College we value the connections between family and school. We actively promote these connections and encourage parents to stay connected with their students' learning when they enter high school. Our College has and active P&C Association and encourages families to attend events such as Effort Ceremonies, Open Evenings, Student Progress Conversations, Enrolment Sessions and Sporting Events.

Local Decision Making

The Executive Leadership Team at Bellbird Park State Secondary College have worked tirelessly to engage with the local community during the establishment phase of our college to ensure the decision making process considered the values, perspectives and needs of the local parents and community. The needs of each school community will influence how Junior Secondary is implemented in each school. In a Junior Secondary school context, strong engagement and partnerships with our local feeder primary schools provides Bellbird Park State Secondary College with the opportunity to mold successful transitions for our students through shared teaching practices that are responsive to the needs of our students and context.

Leadership

Bellbird Park State Secondary College has recently established multiple student leadership roles through the creation of the student council. The Student Council is comprised of four different committees including: Cultural Committee, Sports Committee, Community Committee and the PBL Committee. The Student Council allows opportunities for students to feel a sense of belonging and connectedness to our college whilst also being involved in the decision making process. Students engage in activities that service the school community and develop their leadership skills for the future. This is done through supporting fundraising, sporting events, PBL cash-ins and representing the school during events. In a Junior Secondary space our college also recognises the importance of student leadership by selecting Junior College captains to further develop our leaders. Emerging Leaders is an additional program that students can apply to be involved in, that explores the many facets of leadership and becoming the best version of yourself.

JUNIOR SECONDARY ROADMAP

Year 6
We work closely with Goodna, Kruger, Camira, Augusta, Redbank, Collingwood Park State Schools to ensure students in Year 6 are confident about their move to high school. We visit Year 6 students regularly throughout the year and provide opportunities for students to familiarise with our school environment.

YEAR 7
The focus of Year 7 is a successful transition to high school. The move from Year 6 to Year 7 is seamless and students generally feel confident. Throughout Year 7, students settle into the routine of high school and feel comfortable in their new surroundings. Students are introduced to our requirements in terms of their effort and behaviour in class and our high expectations of their behaviour within the school and as members of the school community.

YEAR 8
During Year 8 students will build on the foundations established in Year 7 with a focus on high levels of engagement in their studies. Students are learning the value of getting involved in school and community activities.

YEAR 9
By the end of Year 9, students will be ready to enter the senior phase of school. They will be literate and numerate evidenced by their academic achievement in English and Mathematics. Students will know what is required of them and execute those tasks well. The Year 9 Pathways Program will focus on preparing students for Senior School in terms of pathways planning and leadership opportunities.

Timetable Structure
Our timetable is designed to cater for a wide range of academic needs.
The key features of the timetable for Year 7-9 include:
- Core class composition – students travel together for core classes (gradual reduction Year 7-9)
- English/Humanities class – one teacher across the two classes
- STEAM Academic Excellence Classes (through application)
- Rugby League Program
- Electives: Year 7 - Rotate through Visual Art, Performing Arts, Food Studies ITD and French
- Year 8 & 9 – Choice of Electives

YEAR 9 Key Strategies
- Timetable structure allowing students to choose elective subjects
- Pathways Program – Sub Senior School Plan, Leadership
- Learning Goals & Outcomes – Tracking & Intervention, Student Data Profiles
- Phoenix Junior Certificate
- Representative opportunities
- Celebrations

YEAR 8 Key Strategies
- Timetable structure appropriate to Year 8
- Junior Secondary Framework
- Pathways Program – Engagement & PB4L
- Learning Outcomes – Tracking and Intervention
- Phoenix Junior Certificate
- Celebrations

YEAR 7 Key Strategies
- Timetable structure that supports transition
- Junior Secondary Framework
- Pathways Program – Transition & PB4L
- Learning Outcomes – Tracking and Intervention
- Year 7 Orientation Program (week 1)
- Celebrations

Year 6 Key Strategies
- Genuine relationships with partner schools
- Year 6 Partner School Transition Program
- Transition Connection with primary schools
- Phoenix Experience Days
- Primary Science Incursion & Excursions
- Year 6 Transition Day

PHOENIX JUNIOR CERTIFICATE

WHAT IS A PHOENIX JUNIOR CERTIFICATE?

The PHOENIX JUNIOR CERTIFICATE is a school-based junior schooling qualification awarded to eligible students at the end of Year 9 on completion of the junior phase of learning.

The flexibility of the PHOENIX JUNIOR CERTIFICATE means that a student can choose from a wide range of learning options to suit their interests and career goals. They will be given guidance on planning their PHOENIX JUNIOR CERTIFICATE pathway in their Pathways classes and at key review junctures across the Junior Secondary phase of learning.
Students will receive feedback on their progress through:

- invitations to awards days, organised for students who have reached Year level juncture expectations,
- celebrating success at our annual College Awards nights and at Junior Secondary Assemblies.

HOW THE PHOENIX JUNIOR CERTIFICATE WORKS?

To be awarded a PHOENIX JUNIOR CERTIFICATE, students will need to achieve a significant amount of learning, at a set standard that includes achieving a "C" standard or higher, in a number of core / mandated and elective subjects across six (6) semesters in Year 7, 8 & 9.

COURSE OF STUDY

These are organised in core and electives.

CORE

Core subjects are mandatory under the Queensland Curriculum and Assessment Authority. These (5) subjects are studied in Year 7, 8 and 9 by ALL students ALL year. They are Mathematics, English, Science, Humanities and Health & Physical Education (HPE).

ELECTIVES

In Year 7 & 8 - Elective subjects are studied one (1) per semester. These include:

- Food Technology
- Industrial Technology & Design
- French
- Art, Drama, Dance & Music (1 term each)

In Year 9 – Elective subjects are studied two (2) per year.

For full details follow this link: https://bellbirdparkssc.eq.edu.au/curriculum/junior-secondary/junior-certificate-education

WHOLE SCHOOL APPROACH TO STUDENT WELLBEING

Philosophy & Values – Personal and Social Capability, Wellbeing and Positive Behaviour for Learning
Student wellbeing and learning are inextricably linked. Pathways lessons are an opportunity for the college to focus on developing the student as a whole being, incorporating their social and emotional development as well as modelling positive behaviours. Pathways will also provide opportunities for students to participate in developing the school culture.

In line with Australian Curriculum General Capability, Personal and Social Capability, at Bellbird Park State Secondary College we have endeavoured to embed the core aspects within our Pathways lessons. These include self-awareness, self-management, social management and social awareness, please see the attached appendices for the highlighted continua which explains which elements are being taught in each grade.
https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/

Personal and Social Capability and Wellbeing Summary:
The wellbeing aspect of the Pathways program will engage students in:

- developing personal and social capabilities.
- building resilience and confidence.
- equipping students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.
- establishing a supportive, caring and inclusive school community that fosters school connectedness.
- study skills and strategies for effective learning.
- building skills for planning positive futures.
- building problem solving skills.

Positive Behaviour for Learning (PBL) Summary
The PBL aspect of the Pathways program will provide students with an opportunity to:

- learn the behaviours expected of Bellbird Park students.
- engage with routines and practices for effective learning.
- become involved in developing Bellbird Park SSC's expectations including branding and rewards systems.

Year	Term 1 Bellbird Basics	Term 2 Growth Goals	Term 3 Cyber Safety	Term 4 Respectful Relationships
7	Orientation, self-management	Growth Mindset	Online safety, love bites	Friendships, how to be a good friend, diverse perspective, understand relationships
8	Study skills, self awareness, self management, self regulation	Leadership, develop reflective practice	Cyberbullying, resilience, perseverance, recognise emotions	Work collaboratively, safety
9	Responsible decision making, communicate effectively – negotiate and resolve conflict and make decisions	Career and goal setting units resume, personal qualities, academic self- efficacy and achievements, self discipline	Sexting, online behaviour, resilience	Contribute to community (food drive), consent

JUNIOR SECONDARY CURRICULUM OVERVIEW YEAR 7-9

At BPSSC we plan, teach, assess and report on all eight learning areas of the Prep to Year 10 Australian Curriculum covering all aspects of the content descriptors and achievement standards. We mark and report using the Australian Curriculum Achievement Standards. Junior Secondary Assessment Planners are located here: https://bellbirdparkssc.eq.edu.au/curriculum/subjects-and-programs

Curriculum Structure	Year 7 students study core Learning Areas English, Maths - 4 periods per week. Core subjects Science, Humanities and HPE- 2 periods per week. Learning experiences in Languages, The Arts and Technology are delivered in rotations each term such that over the course of a year each student experiences all curriculum offerings- 2 periods per week.	Year 8 students study core Learning Areas English, Maths- 4 periods per week. Core subjects Science, Humanities and HPE- 2 periods per week. Learning experiences in Languages, The Arts and Technology delivered in rotations each term such that over the course of a year each student experiences all curriculum offerings- 2 periods per week.	Year 9 student studies core Learning Areas English, Maths- 2 periods per week. Core subjects Science and Humanities and HPE-2 periods week. Students begin to specialise according to interests, outcomes and aptitude. Each student is able to select from a range of elective subjects from Science, Humanities, The Arts and Technology as a sampling of Senior Phase Curriculum- 2 periods per week.
Explicit Achievement Agendas	All students in Year 7-9 undertake 1 Literacy and Numeracy Booster lesson (70 min) a week which have a focus on supporting college Explicit Improvement Agendas of Reading, Writing and Numeracy.		
Wellbeing	All students in Year 7-9 undertake 1 Pathways lesson (70 min) a week which focuses on supporting students with developing their personal and social capabilities, wellbeing and positive behaviour for learning to support the college Explicit Improvement Agenda of Culture and wellbeing.		
Extension Programs	The Year 7-9 STEAM program is delivered through the KLAs of Science, Technology, The Arts, Engineering, Mathematics; for high performing students identified through yearly applications and AGAT testing. The Year 8 & 9 RISE program is delivered through two KLAs (English and Humanities) for high performing students identified by yearly applications and testing. Students with particular aptitude and interest in Sport and The Arts can opt for specialised programs in Rugby League and Instrumental Music.		
Support Programs	• Students who required significant adjustments are placed on an ICP (Maths and English) through consultation with parents and the student. • Year 7-9 - Co-teaching (Maths and English) is offered to students on a modified curriculum (ICP). • Year 9 EAL/D targeted English class – Students taught and assessed against the year level achievement standard with adjustments. • MaqLit (Year 7) – targeted phonics based program • READ Program (Year 8 and 9) – targeted reading comprehension program		

In Years 8 & 9 students will have the opportunity to choose and study 4 different electives throughout the year. Each subject will run for one semester. This will allow students to engage with a broad cross-section of learning, across multiple curriculum areas. Students can tailor their learning to their preferences, as well as look towards their future pathway and career.

The information regarding each subject in this book is designed to assist students and their parents/carers in making appropriate subject selections.

It is recommended that students choose subjects based on:	It is not recommended students choose based on:
✓ Enjoyment & Interest ✓ Achieving success with the subject in the past ✓ Consideration of future career prospects	× Thinking it will be easy × Thinking it will be all practical × Friends want to study the subject, but you don't

Please note, no subject is guaranteed to run if student interest is insufficient. Final numbers or unavoidable subject clashes may require some students to re-select subjects.

CURRICULUM OVERVIEW YEAR 7 - 12

	Junior Secondary			Senior Secondary	
	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
English	English	English	English	English • Introduction to General English • Introduction to Essential English • Introduction to General Literature	English • English • Essential English • Short Course in Literacy
Maths	Maths	Maths	Maths	Maths • Maths Extension • Introduction to General Maths • Introduction to Essential Mathematics	Maths • Specialist Mathematics • General Maths • Essential Maths • Short Course in Numeracy
Science	Science	Science	Science • Psychology (elective)	Science • Introduction to General Science • Introduction to Applied Science • Introduction to General Psychology	Science • Biology • Chemistry • Physics • Science in Practice
Humanities	Humanities • Humanities and Social Sciences • Civics and Economics	Humanities • Humanities and Social Sciences • Civics and Economics	Humanities • Humanities and Social Sciences • Civics and Economics	Humanities • Introduction to General History • Applied History • Introduction to General Legal Studies	Humanities • Ancient History • Legal Studies • Modern History • Social and Community Studies • Tourism
Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education • Sport and Recreation	Health and Physical Education • Certificate III in Sport and Recreation- Rugby League Strand • Certificate III in Sport and Recreation- General Strand • Health • Sport and Recreation

	Junior Secondary			Senior Secondary	
	Year 7	Year 8	Year 9	Year 10	Year 11 & 12
Languages	Languages • French	Languages • French	Languages • French	Languages • French	• BSDE*
Technology	Technology • Industrial Technology and Design • Food Studies	Technology • Industrial Technology and Design • Food Studies	Technology • Industrial Technology and Design • Food Studies • Graphics • Information, Communication & Technologies • Manufacturing	Technology • Information, Communication Technologies • Introduction to General Design • Introduction to General Food and Nutrition • Manufacturing • Hospitality	Applied Technology • Certificate I in Construction • Certificate II in Engineering Pathways • Certificate III in Early Childhood Education and Care • Certificate II in Hospitality • Industrial Technology Skills
Business Studies	• NA	• NA	• Business Studies (elective)	• Introduction to General Economics • Business Studies	• Business and IT • Information, Communication Technology • Certificate III in Business
The Arts	The Arts • Music • Visual Art	The Arts • Drama • Dance • Music • Visual Art • Media Arts	The Arts • Drama • Dance • Music • Visual Art • Media Arts	The Arts • Drama • Dance • Music • Visual Art • Media Arts	The Arts • Dance in Practice • Drama in Practice • Media Arts in Practice • Music in Practice • Visual Arts in Practice

ENGLISH

Philosophy & Values

The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them, creating confident communicators, imaginative thinkers and informed citizens.

Subject Summary
Students will focus on three strands:
Language: knowing about the English language
Literature: understanding, appreciating, responding to, analysing and creating literature
Literacy: expanding the repertoire of English usage

Students will:
- communicate in written, spoken and visual modes.
- demonstrate an understanding of grammar, use accurate spelling and punctuation and a variety of specialised vocabulary.

Course Description

In year 7 English students will:
- engage with, as well as analyse and appreciate a variety of texts including the novel *Black Snake* by Carole Wilkinson, songs and poetry, speeches, non- fiction and media texts.
- create a range of imaginative, informative and persuasive types of texts, for example narratives, motivational speeches, imaginative recounts, literary analysis and personal memoir.

In year 8 English, students will:
- read and comprehend a variety of short stories to understand how to develop characterisation, setting and plot, and engage an audience.
- examine the world of advertising to understand how ads influence and persuade audiences
- read a novel that focuses on teen issues involving interpersonal relationships and ethical dilemmas.
- read, view and listen to a variety of texts that create representations of Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures.
- create a range of imaginative, informative and persuasive types of texts, for example short stories, persuasive speeches, literary analysis and digital texts.

In year 9 English, students will:
- read and comprehend themes and issues represented in a wide range of literary texts, including novels, poetry, film and dramatic performances.
- develop a critical understanding of the contemporary media and differences between media texts.
- explore speculative fiction including hybrid and science fiction texts.
- create a range of imaginative, informative and persuasive types of texts such as speculative narratives, literary analyses, reports and discussions.

HUMANITIES

Philosophy & Values

The study of Humanities provides a broad understanding of the world in which we live, and how people can participate as active and informed citizens. Students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Subject Summary
The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Students develop an understanding of the key historical, geographical, political, economic and societal factors involved in these contexts, and how these different factors interrelate through inquiry-based investigations.

Course Description

Year 7 Humanities:
Students will complete one semester of history, one term of geography and one term of civics.
Year 8 Humanities:
Students will complete one semester of history and one semester of geography.
Year 9 Humanities:
Students will complete one semester of history and one semester of geography.

In year 7 history, students will:
- explore the ancient past, considering how historians and archaeologists investigate history.
- explore how early societies lived, with a focus on Ancient Egyptian society.

In year 7 geography, students will:
- develop understanding of the concept of place through an investigation of liveability. They will evaluate the liveability of their own place and to investigate whether it can be improved through planning.

In year 7 civics, students will:
- examine the key features of Australia's system of government and how this system aims to protect all Australians through our constitution and justice system.

In year 8 history, students will:
- investigate theories about the origin and spread of Polynesian settlers throughout the Pacific as well as their ways of life and interaction with the natural environment.
- examine the causes and symptoms of the Black Death in medieval Europe and the effects this had on individuals and groups.

In year 8 geography, students will:
- investigate geomorphology through a study of landscapes and their landforms including the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.
- Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution.

In year 9 history, students will:
- investigate how life changed during the Industrial Revolution, including the causes and effects of this historical development.
- investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

In year 9 geography, students will:
- examine biomes and food security, including the capacity of the world's environments to sustainably feed the projected future global population.
- explore geographies of interconnection, including the ways that places and people are interconnected with other places through trade in goods and services.

MATHEMATICS

Philosophy & Values

Learning mathematics creates opportunities and enrichment for all Australians. Mathematics aims to instill in students an appreciation of the elegance and power of mathematical reasoning. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Subject Summary
Students will:

- develop an increasingly sophisticated understanding of mathematical concepts and fluency with process and will be able to pose and solve problems.
- recognise and understand the role of mathematics in the real world and be able to use mathematical skills purposefully.

Course Description

In year 7 maths students will:

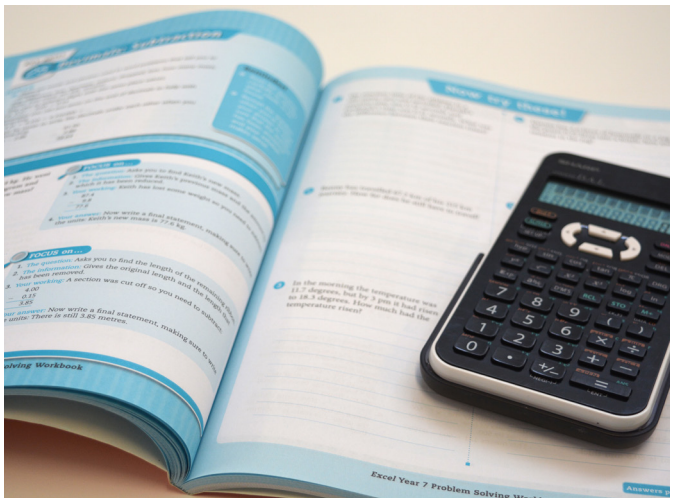
- apply number sense and strategies for counting and representing numbers.
- apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.
- investigate properties of two-dimensional figures in the plane and three-dimensional objects in space and apply their understanding of them to define, compare and construct figures and objects.
- undertake purposeful investigations involving the collection and interpretation of data.

In year 8 maths students will:

- apply the four operations to rational numbers and integers and solve problems.
- find perimeters and areas of parallelograms, trapeziums, rhombuses and kites.
- solve problems involving time duration, for 12- and 24- time formats, within a single time zone.
- represent patterns and relationships as rules, functions, tables and graphs and solve linear equations using graphical techniques.
- investigate the effect of individual data values, including outliers, on the mean and median.

In year 9 maths students will:

- describe the relationship between graphs and equations, simplify a range of algebraic expressions.
- explain the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles.
- express numbers in scientific notation and calculate areas of shapes and surface areas of prisms.
- solve problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue.



SCIENCE

Philosophy & Values

Science allows students to experience the joy of scientific discovery and nurture their natural curiosity about the world around them. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises. Learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

Subject Summary
Students will:
- develop an understanding of important science concepts and processes.
- understand the practices used to develop scientific knowledge.
- understand science's contribution to our culture and processes and its application in their lives.

Course Description

In year 7 Science students will:
- explore the diversity of life on Earth.
- 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.
- explore the notion of renewable and non-renewable resources.
- make accurate measurements and control variables to analyse relationships between system components.

In year 8 science students will:
- compare the different processes and timescales involved in the formation and breakdown of igneous, sedimentary and metamorphic rocks as part of the rock cycle.
- investigate the physical and chemical properties of materials and explain how these relate to material use.
- analyse the relationships between structure and function of organs in the major systems of the human body.
- investigate different forms of potential energy, making predictions and conducting fair tests, ensuring safety guidelines are followed.
- process and analyse experimental data and evaluate experimental methods used in investigations.

In year 9 science students will:
- explore ways in which the human body as a system responds to its external environment.
- investigate atom as a system of proton, neutron and electron.
- apply their understanding of energy and forces to global systems such as continental movement.
- learn that matter can be rearranged through chemical change and that these changes play an important role in many systems.

HPE

Philosophy & Values

"The greatest medicine of all is to teach people how not to need it." Health and Physical Education helps students explore the variety of ways they are able to enhance their own and others' health, safety, wellbeing and physical activity participation, in varied and changing contexts.

Subject Summary
In Health and Physical Education, students develop knowledge, understanding and skills to build and strengthen their own unique identity. Students will explore the influences on their own and others choices and investigate strategies to make decisions and build resilience.
Students will have the unique opportunity to be immersed in a dynamic curriculum. Students will be able to personalise their learning journey to meet their specific interests through units focusing on:

Course Description

- identity and building relationships.
- positive emotional and mental health development.
- food and nutrition, drugs and alcohol.
- movement and physical activity.
- diversity and inclusivity.

Throughout the Year 7, 8 & 9 course students will gain experience in a range of physical activities, for example:

Touch	Indigenous games	Athletics	Cricket	Oz tag
Soccer	Team building	AFL	Netball	Softball

DANCE

Philosophy & Values

Like all art forms, dance has the capacity to inspire students to reach their creative, expressive, performative, and technical potential. Through dance, students experience a unique way of expressing their emotions, using the body as an instrument to communicate, question, and celebrate what it means to be a human in the 21st century, as well as the past. Dance has the unique ability to foster and develop both physical technique and skill, as well as stylistic nuance and expression.

Learning in Dance involves an integrated approach to practice, including choreography, performance, and appreciation. Through these elements, students understand how dance is influenced by space, time, dynamics, relationships, and social and cultural contexts. Students use this knowledge to choreograph their own pieces, learn pieces to rehearse, refine, and perform to their class, and analyse, evaluate, and reflect on existing pieces of dance.

Course Description

In year 7/8 students will:

- Analyse and evaluate a range of dance from past and contemporary times, to explore how differing social, cultural, and economic contexts shape style and genre around the world.
- Learn, rehearse, and perform dances from a variety of genres to communicate a choreographer's intent.

In year 9 students will:

- analyse and evaluate a range of dance from past and contemporary times, to explore how differing social, cultural, and economic contexts shape style and genre around the world.
- learn, rehearse, and perform dances from a variety of genres to communicate a choreographer's intent.
- work in groups to improvise and choreograph their own dance pieces that reflect a particular dance genre and style.
- practise skills of dance to improve the fundamentals of dance technique, including style, line, strength, flexibility, and accuracy.

DRAMA

Philosophy & Values

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Drama occurs in a safe place where students develop confidence, self-esteem, and can take risks while exploring, depicting and celebrating human experiences.

Course Description

In year 7/8 students will:

- learn the elements, skills, processes and techniques associated with storytelling.
- view live performances and evaluate them regarding their use of elements, skills, processes, forms, styles and techniques.
- learn how to read and structure scripts to be able to create, rehearse and perform group-dramas using the elements and conventions of drama and emerging and technologies available to them.
- develop a sense of curiosity whilst actively using body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds.
- write drama and be able to provide direction to classmates in role as a director.
- improvise in workshops to help them develop and build on creative ideas.
- engage with Contemporary Australian and Indigenous Australian drama texts.

In year 9 students will:

- learn the elements, skills, processes and techniques associated with Physical Theatre and Australian Gothic Theatre.
- view live performances and evaluate them regarding their use of elements, skills, processes, forms, styles and techniques.
- learn how to read and structure scripts to be able to create, rehearse and perform group-dramas using the elements and conventions of drama and emerging and technologies available to them.
- develop a sense of curiosity whilst actively using body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds.
- write drama and be able to provide direction to classmates in role as a director.
- improvise in workshops to help them develop and build on creative ideas.
- engage with Contemporary Australian and Indigenous Australian drama texts.

MEDIA ARTS

Philosophy & Values

Media is a rapidly growing industry in our modern world. This subject will focus on the production processes of media artworks. Students will learn how to design for, produce and edit different genres of films and media platforms using industry standard techniques. Through studying Media, our students will be equipped with the skills needed to communicate creatively through still and moving images.

Course Description

Year 7 and 8 Media will focus on the fundamentals of media. They will be introduced to film language and develop skills in analysing and creating character representations in different film genres. Media will also look at other platforms including animation and gaming.

In year 7/8 students will:
- use photoshop to create characters that are represented in films.
- understand film language to create designs for different media projects.
- learn how to use camera equipment to film media projects individually and in groups.
- produce different media artworks including: films, animation, posters and game design.

Year 9 Media will focus on photography and film production skills to design for, create and edit different medias. Students will further develop their knowledge of film languages to analyse film and media texts.

In year 9 students will:
- learn how to use photography cameras to capture beautiful photographs.
- use techniques to manipulate the world around them to express ideas and points of view in photographs.
- understand different film genres and design, produce and edit film productions.
- view films to discuss, evaluate and analyse how directors create meaning.
- design a film script for a specific film genre.

MUSIC

Philosophy & Values

Philosophy & Values
Music exists distinctively in every culture and is a basic expression of the human experience. Music fosters student creativity and innovation. Active participation in music fosters understanding of other times, places, cultures and contexts and helps students to understand and express their emotions. Music is one of the few activities that activates multiple parts of the brain simultaneously such as the visual, auditory and motor cortices.

Music is an important part of society and culture. It allows students to develop creativity and self-expression while fostering self-discipline, concentration, listening skills and fine-motor skills; it develops interpersonal skills and teamwork. Music will lead to an informed awareness of the world at large, can improve language and mathematical abilities, develop analytical skills and enhance self-esteem. The study of music can develop an enduring love of and lifelong involvement with music as well as lead to a wide variety of career opportunities.

Subject Summary
Students will:
- use music to explore and develop issues, ideas and themes.
- use performance to build their self-confidence.
- explore and develop issues, ideas and themes.
- develop and refine their expressive skills using music.

Course Description

In year 7/8 students will:
- be able to experience and appreciate the diversity of music from across the globe and its cultural and historical significance.
- develop their competency in reading and writing music.

In year 9 students will:
- perform and create music.
- develop their competency in reading and writing music.
- use technology to record, manipulate and produce music.
- explore and analyse a range of music styles.
- use performance to build their self-confidence .
- explore and develop issues, ideas and themes.
- develop and refine their expressive skills.

VISUAL ART

Philosophy & Values

Visual Art involves students developing their knowledge of how ideas and intentions are communicated in and through art making and design.

In Visual Art, students have the opportunity to develop and expand their design skills, techniques, imagination, perception and conceptual approaches to art making by creating works of art. Students will manipulate materials, and use techniques and processes to develop and refine ideas and subject matter when creating artworks. They will evaluate how artistic intentions are communicated through artworks and display their art to audiences. Students will analyse images from different times and cultures, then reflect on the visual conventions in artworks. Art develops strategies, skills and a sense of accomplishment as students are required to approach tasks from different perspectives, and foster creative problem solving. Students are encouraged to develop their own personal style and expression (aesthetics), and in doing so gain knowledge, understanding and design skills that will benefit them in many other subject areas.

Subject Summary
Students will:
- take on the role of designer, artist, craftsperson and critic as part of understanding the contribution visual art makes to society.
- learn to identify, analyse and evaluate how other artists use visual conventions and viewpoints to communicate ideas.

Course Description

In year 7/8 students will:
- represent their own themes, concepts and subject matter, experimenting with their own personal style.
- develop and refine skills of interests with a focus on a variety of 2D and 3D media.
- create artworks that communicate, challenge and express their own and others' ideas, feelings and opinions.
- keep a visual process journal and create resolved artworks through a teacher directed focus.
- explore numeracy and scientific applications during the preparation of work and the use of media.
- plan their art making in response to the exploration of techniques and processes by recording their research, development and resolution in their visual art process journal with final reflection in an artist statement.

In year 9 students will:
- develop and refine skills around different mediums such as drawing, painting and sculpting.
- create artworks that communicate, challenge and express their own ideas.
- plan their art making in response to the exploration of techniques and design processes.
- research artworks by other artists and evaluate how that artist has communicated their ideas.

FOOD TECHNOLOGY

Philosophy & Values

Students studying subjects in Food Technology are encouraged to think critically and creatively to make social and ethically responsible decisions to enhance the wellbeing of their self, family and wider community. Food Studies is the study of food in relation to nutrition, food science and food technology. The subject takes a strong practical approach balanced with teacher demonstrations and some theory. Students will actively engage in food and nutrition problem-solving that contributes positively to sustainable social, economic, technological and environmental futures. Students are encouraged to think critically and creatively to make social and ethically responsible decisions to enhance the wellbeing of their self, family and wider community

Subject Summary
Students will:
- design and manufacture products that meet nutritional and quality standards.
- implement practical and sustainable solutions to real world problems.
- develop critical thinking skills through researching and analysing practical and written projects.

Course Description

Year 7 & 8 Food Technology is concerned with the theoretical concepts and practical applications of food preparation, safety, hygiene and nutrition with particular attention to food practices in other cultures.

Students will:
- immerse themselves in international cuisine and presentation.
- understand the principles of food preparation techniques in a safe working environment and from other cultures.

Nutrition – Make a meal of it!
This unit is concerned with the theoretical concepts and practical applications of food preparation, safety, hygiene and nutrition.

In year 9 students will:
- understand the principles of food preparation techniques in a safe working environment.
- design and produce products that meet nutritional and quality standards.
- implement practical and sustainable solutions to real world problems.
- develop critical thinking skills through researching and analysing practical and written projects.

INDUSTRIAL TECHNOLOGY & DESIGN

Philosophy & Values

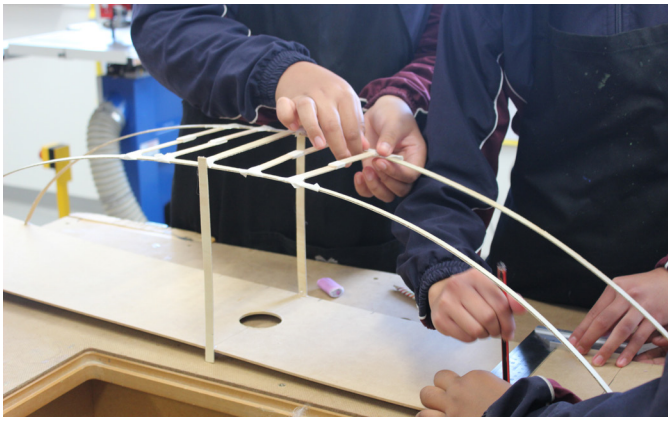
Students create products to solve real world problems, satisfy human needs and wants, and to capitalise on opportunities. They develop an informed understanding of the characteristics of materials, and an ability to safely select and manipulate materials to meet design challenges ustilising high end technologies.

Subject Summary
Students will:
- design and manufacture products to meet specific design briefs and specifications.
- developing practical and sustainable solutions to real world problems.
- develop critical thinking skills through researching and analysing practical projects.

Course Description

Year 7 & 8 Industrial Technology Studies focuses on the introductory skills and knowledge used by industry.
- students will work with a range of materials including timber, metal and plastic to design and manufacture a series of projects that meet specific design briefs and specifications.

Students will:
- identify and apply properties of materials to a range of different situations and learn how to safely operate a broad range of tools and machinery.
- understand how to interpret working drawings and plans in order to manufacture products to specific specification as well as develop critical thinking skills through practical problem solving and CAD based programs.



DESIGN TECHNOLOGY

Philosophy & Values

(Engineering Principles and Systems Specialisation)
Through the engineering design process, students are encouraged to understand and appreciate the interaction and interdependence among engineering technologies, industry, society and the built and natural environments. Students will progressively develop knowledge and understanding of how forces and the properties of materials affect the behaviour and performance of designed engineering solutions. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions.

In Design, students are required to undertake a variety of engineering design challenges, which include activities such as testing of materials, formulation of problems, analysis of engineering solutions, modelling solutions and prototyping.

Course Description

In year 9 students will design solutions through:
- exploring and appraising engineering design processes.
- designing, creating and producing workable models.
- utilising BPSSC equipment including robotics, laser cutters and 3D printers.
- working cooperatively to achieve team initiatives.
- engaging in work-safe practices.

GRAPHICS

Philosophy & Values

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey ideas and information. Graphics Technology develops student's ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

Course Description

In year 9 students will:
- learn to produce a wide range of images, models, pictures and drawings.
- gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting and design (CAD).
- utilise CAD programs including Solid Works and Vector Works.
- model their designs using the CNC milling machines and 3D printers.

INFORMATION COMMUNICATION TECHNOLOGY

Philosophy & Values

In year 9 Information Communication Technology (ICT), students will have opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as artificial engines and simulations. Students will develop their understanding and skills in computational thinking to describe and solve problems. This subject will also focus on engaging students with specialised digital learning in preparation for vocational training or learning in the senior secondary years.

Course Description

In year 9 students will:

- consider how human interactions with network systems introduces complexities surrounding access to, and the security and privacy of, data of various types.
- develop solutions to complex problems using an object-oriented programming language and evaluate their solutions.
- explain the control and management of networked digital systems and the security implications between hardware and software.
- design and implement object-orientated programs, using algorithms and data structures that reflects real world data.

MANUFACTURING

Philosophy & Values

(Material Creation Specialisations)
Manufacturing will investigate design-based principles and systems focuses on how forces can be used, to create light, sound, heat, movement, control or support in systems. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions. Students will learn how sustainable, engineered products, services and environments can be designed and produced as resources diminish. Students will progressively develop knowledge and understanding of how forces and the properties of materials affect the behaviour and performance of designed engineering solutions.

Students will learn to use higher order thinking skills to design and conduct investigations including considering ethics, researching and collecting data; predicting outcomes; trialling and experimenting; and reflecting on, evaluating and validating data. Students develop knowledge and confidence in critically analysing and creatively responding to the challenges of a highly technological future. They manage projects from the identification of needs or opportunities to conception and realisation.

Course Description

In year 9 students will create designed solutions by:

- investigating, defining and evaluating design-based principles.
- planning and producing workable models.
- collaboratively working in teams to achieve shared goals.
- utilising high end technologies in a simulated work environment.
- engaging in work-safe practices as they utilise hand tools and workshop machinery.

FRENCH

Philosophy & Values

Philosophy & Values
French is a major world language and French culture has contributed to the shaping of global movements and traditions associated with domains such as the arts, cinema, philosophy and cultural theory, as well as fashion, design, food and wine. Language learning strengthens students analytical, problem solving and communication capabilities which are all skill sets in high demand in the workplace.

Subject Summary
For students learning French for the first time in a school language program, a key dimension of the curriculum involves understanding the culture that shapes and is shaped by the language. The curriculum is designed to participate meaningfully in intercultural experiences, to develop new ways of seeing and being in the world, and to understand more about themselves in the process.

In year 9, students have prior experience of learning French and bring a range of capabilities, strategies and knowledge that can be applied to language exploration and vocabulary expansion, and experimentation with different modes of communication such as digital and hypermedia, collaborative performance and group discussions. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts.

Course Description

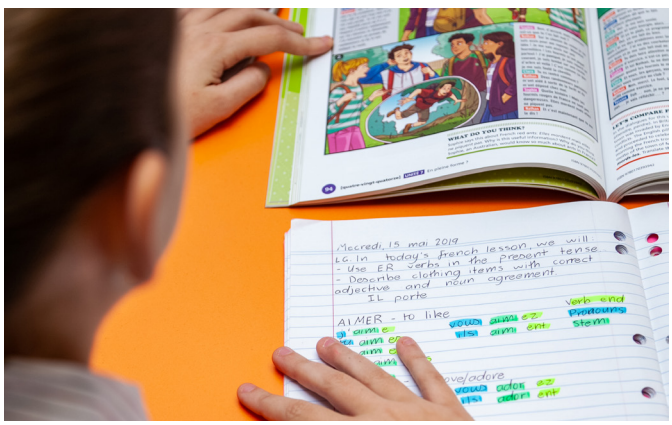
In year 7 students will:
- use language to interact with each other and their teachers to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends.
- explore the French-speaking world and make comparisons on cultural similarities and differences between it and Australia.
- approximate French sound patterns, intonation and rhythms.
- adjust language use to suit contexts and situations (for example, the formal and informal registers) and respond in culturally appropriate ways to interactions with French speakers or resources.

In year 8 students will:
- use language to interact with each other and their teachers to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends.
- further explore the French-speaking world and make comparisons on cultural similarities and differences between it and Australia.
- describe familiar objects, contexts and experiences using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance.
- use modelled sentence structures, formulaic expressions and high frequency vocabulary to create texts.
- approximate French sound patterns, intonation and rhythms.
- adjust language use to suit contexts and situations (for example, the formal and informal registers) and respond in culturally appropriate ways to interactions with French speakers or resources.

In year 9 students will:
- socialise and exchange views on local and global issues using descriptive and expressive language.
- participate in collaborative projects that make connections between French language and culture such as class displays, performances and visites virtuelles.
- convey information on selected topics such as explaining a procedure or creating a web page for French travellers.
- create imaginative texts to entertain, convey ideas and express emotions.
- recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways.
- extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense.

In year 7, 8, 9 RISE/STEAM French, students will:

- initiate and sustain conversation by using active-listening skills and responding to others' contributions.
- respond to familiar questions and directions and request help or clarifications.
- use the present tense and present infinitive form to make statements and ask questions about self, peers, family and interests.
- locate factual information from a range of tests and use non-verbal, visual and contextual cues to help make meaning.
- use conjunctions and connectives to build cohesion and extend sentence structure.
- know that French has its own rules for pronunciation, grammar and non-verbal communication.
- give examples of how languages are connected with cultures and of how French language reflects ways of behaving and thinking.



PSYCHOLOGY

Philosophy & Values

Psychology aims to build an understanding of the human mind and behaviour. Students will develop an understanding and insight of how the main approaches to Psychology contribute towards understanding the individual, social and cultural diversity. Students will develop their ability to critically evaluate research & theory and its impact on wider society to cultivate their scientific mind. Psychology students are encouraged to develop critical thinking skills through advanced problem solving. Students are asked to apply theoretical constructs to realistic situations that require them to process the information at the deepest level and force them to think in both divergent and lateral ways.

Prerequisite: must achieve a B+ in Science and English in year 8

Course Description

In year 9 students will:

- gain an understanding of Psychology by exploring the main approaches and research methods to the study of human behaviour.
- learn how to analyse and evaluate psychological concepts and evaluate theories
- topics explored include psychological approaches; memory and the area of eye witness testimony; perception and visual illusions.
- conduct and replicate an experiment on eye witness testimony and develop their understanding of how to design their own research, conduct, analyse and interpret their own findings.

DISCLAIMER: A cost (TBA) will be incurred to cover excursion and projects throughout the semester.

BUSINESS

Philosophy & Values

In Business you start your journey to become a successful businessperson. You will gain essential business knowledge and skills as you study two brand new units. These skills learnt and developed in the course are essential for those students wanting to succeed in the global workplace.

Course Description

In year 9 students will:

- undertake studies in unit 1, "Earth's economy on my doorstep" students are introduced to concepts of trade, economy and economic interdependence when studying the rising economies of China, Japan and India.
- undertake studies in unit 2, "Rise of the machines" students will study the concepts of innovation, smart technologies, AI, automation and sustainability and how these will shape businesses of the future.

PHYSICAL EDUCATION & HEALTH EXTENSION

Philosophy & Values

Health and Physical Education Extension challenges students to explore a variety of contexts in which they are able to enhance their own and others' physical performance. As an addition to the core Health and Physical Education program, students will immerse themselves in elements of sports science that enhance their capabilities to become physically educated students. In Extension HPE, students will integrate sport science principles in, about and through movement to critically analyse their performance in a range of physical activities.

Prerequisite: must achieve a B in HPE year 8

Course Description

In year 9 students will:

- Refine and apply specialised movement skills in a range of challenging movement situations.
- Learn to critically analyse and apply health and physical activity information to devise and implement strategies for improving physical performance.
- Integrate sport science principles to evaluate, recommend and justify specialised movement sequences
- The subject will be centered around the delivery of sport science principles through a 'lab' and 'project' based approach, engaging them in enrichment tasks relating to;
    - biomechanics
    - sports psychology
    - fitness training
    - access and equity in sport

Future Pathways
These opportunities will strive to expose students to a variety of career pathways pertaining to; health and physical education, sports psychology, exercise and sports science.

Throughout the course, students will gain experience in a range of physical activities for example:

- Touch Football
- Fitness Training
- Badminton/Volleyball
- Athletics

DISCLAIMER: A cost (TBA) will be incurred to cover excursion and projects throughout the semester.

MANY PATHWAYS.
NO LIMITS. >